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ABSTRACT

The deficiencies of five traditionally black institutions are examined in an attempt to remedy those deficiencies. Examined are: general institutional characteristics, financial and physical resources, capital, physical facilities, students, faculty and administration, academic programs, libraries, and computing resources. The principal conclusion is that there is no discrimination in the patterns or levels of state budgetary support that is adverse to the historically black institutions. Moreover, the basic comparability in state budgetary support for the two groups of historically white institutions is found to be a situation that has prevailed for a considerable span of years. (Author/KE)

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ED125498

A COMPARATIVE STUDY OF THE FIVE HISTORICALLY BLACK CONSTITUENT INSTITUTIONS OF THE UNIVERSITY OF NORTH CAROLINA

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1976

A COMPARATIVE STUDY OF THE FIVE HISTORICALLY BLACK CONSTITUENT INSTITUTIONS OF THE UNIVERSITY OF NORTH CAROLINA

Board of Governors

The University of North Carolina

June 11, 1976

THE UNIVERSITY OF NORTH CAROLINA
General Administration
P. O. BOX 2688
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MEMORANDUM

To: Committee on Educational Planning, Policies, and Programs

Chairman William A. Dees, Jr.

From: William Friday

Date: May 24, 1976

This report has been prepared pursuant to a commitment made by The University of North Carolina to the United States Department of Health, Education, and Welfare in The Revised North Carolina State Plan for the Further Elimination of Racial Duality in the Public Post-Secondary Education Systems (1974). It was prepared by my staff and reflects in part information and advice supplied by the Chancellors of the five immediately affected institutions in the form of a written report from each of them and several discussions they have had as a group with me and members of my staff.

I recommend that the Committee on Educational Planning, Policies, and Programs review and adopt this report with such changes as it finds necessary and transmit it to members of the Board of Governors for consideration and adoption.

This report of necessity deals with deficiencies of the five traditionally black institutions as it seeks ways of remedying those deficiencies. That is what we were asked by HEW to do and that is what the Board of Governors committed The University to do when it adopted the State Plan of 1974. Accurate definition and understanding of the real problems of these institutions were prerequisite to the development of effective responses to them, and so we have had to seek new information and re-examine old information much more critically than in the past. This has led to the formulation of new findings and the framing of new remedies. The results will fully please no one. It would have been easier for the short term to have reached the conclusion that has often been raised in discussions of this matter, namely, that the problems of these five institutions result entirely from past and current underfunding in comparison with the predominantly white institutions and therefore a large infusion of additional State appropriations is the principal solution to all problems. The facts will not support that finding or that solution. The problems are more manifold and complex and their solution will be more difficult -- and probably more expensive -- than the superficial view just stated suggests and a full reading of this document will demonstrate.

While there is in this report much information on each of the five traditionally black institutions (and on the comparable traditionally white institutions), we have not attempted here to focus the problem analyses or solutions on individual institutions. We have instead identified and dealt with problems common to all five institutions and framed responses applicable to all five.

Although the emphasis in this report is on problems and deficiencies, that fact should not overshadow the positive side. These institutions exist, and with the aid of the Board of Governors and the General Assembly, have grown and improved in significant ways in recent years. They represent large investments of State capital and operating funds. They have great symbolic as well as substantive importance to the black citizenry of the State for whose benefit they were established and from whom they draw most of their students. They granted last year 2,260 bachelor's degrees, 371 master's degrees, and 82 law degrees. They enrolled in 1975-76 some 15,776 students. They are growing, and in the recently-adopted long-range plan of The University, they are projected to increase in enrollment over the next five years at a rate half again as great as will The University as a whole. They continue to provide educational opportunities for large numbers of students who otherwise would not be accommodated in the public or private institutions of higher education in this State. Because of the level of preparation for college study many of their students traditionally bring with them, these institutions have been under the necessity of seeking means of helping those students overcome those deficiencies. Thus they are in position to perform a remedial task that other institutions are less experienced in performing.

This study has brought into clearer focus a major challenge for all of higher education in North Carolina and a need for planning to meet that challenge. This is the task of providing appropriate higher educational opportunities for large numbers of students of all races who do not have the traditional kinds of credentials for college-level study. This need impinges most directly at this time on the traditionally black institutions, but it affects and is a matter of importance to all of the constituent institutions of The University of North Carolina.

Finally, it is because I see in these institutions the potential to become much more effective in the service of North Carolina that I commend this report to your Committee as the essential next step in fulfillment of The University's statutory objectives

> . . . to foster the development of a well-planned and coordinated system of higher education, to improve the

quality of education, to extend its benefits and to encourage an economical use of the State's resources . . . .

cc: Members of the Board of Governors
who are not members of the
Committee on Educational Planning,
Policies, and Programs

The Chancellors

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CHAPTER ONE

INTRODUCTION

A. Origins of This Special Study

This study of the five traditionally black constituent institutions of The University of North Carolina has been made in compliance with the commitment made in The Revised North Carolina State Plan for the Further Elimination of Racial Duality in Public Post-Secondary Education Systems (hereinafter referred to as the State Plan).

The study originated in the assumption stated in communications from the Office for Civil Rights (OCR) that one of the attributes of the racially dual system of public senior institutions within North Carolina was that historically black institutions were not being accorded equitable treatment in the allocation of State resources, as compared with allocations made to similar historically white institutions. This assumption was stated in a letter from the Director of OCR to the Governor of North Carolina on November 10, 1973. Discussing the matter of resource availability, the letter said:

> The objective in this area is to assure that resources provided by the State to predominantly black institutions are comparable to those provided at all other State institutions of similar size, level, and specialization. These resources include: (1) the number and quality of facilities; (2) the level of per capita expenditures by the institutions; (3) the amount and availability of student financial aid provided from State sources; (4) the quality of instructional and non-instructional programs, services, and staff; and (5) the number and quality of degree offerings available. Your plan must describe how the educational programs offered at historically black institutions and those offered at all other similar State institutions will be made comparable in quality, or it must show that resource comparability has been achieved.

> As to instructional staff, your plan must provide for such training and further education of present faculty and staff members as will promote desegregation and comparability. Your submission contains no specific information on how resource comparability is to be achieved in the system.

The State Plan approved by federal authorities in June, 1974, did not purport to respond in detail to the assumption of racially-based inequity in the allocation of State resources to the constituent institutions. The State Plan did note the following:

- A number of special appropriations had been made in recent years to the traditionally black institutions.
- An analysis of appropriations per full-time equivalent student to each of the 16 institutions during 1971-72, 1972-73, and 1973-74, found no tendency for the historically black institutions to be grouped together at a level lower than the comparable historically white institutions.
- An analysis of physical facilities available for instruction in the 16 institutions by various common measures, and an analysis of new academic facilities then funded and under construction, found no pattern of racially discriminatory practices against the traditionally black institutions.
- An analysis of library holdings found that there was no discrimination being practiced that was adverse to the historically black institutions.

The State Plan acknowledged that the foregoing were inadequate for disposing of the basic assumption that OCR had made. Accordingly, the State Plan called for a special study that would:[1]

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[1] State Plan, p. 209.

- Identify the qualitative strengths and deficiencies of the five traditionally black institutions.
- Determine the factors contributing materially to each of the deficiencies found.
- Determine the cost of remedying each of the deficiencies found that can be remedied wholly or substantially by money.
- Determine the most effective arrangements for the expenditure of money found to be required.
- Determine what actions other than the expenditure of money are necessary to remedy the deficiencies found not to be wholly remediable by money.

Future studies and special reports to be made with reference to the five historically black institutions shall be conducted henceforth in conjunction with the annual revisions of the long-range plan.

B. Methodology of the Study

The methodology of this study is comparative, as suggested in the terms of the OCR directive. Thus, to identify strengths and deficiencies, the five traditionally black institutions are compared with counterpart traditionally white institutions in The University of North Carolina. The comparisons are made in terms only of the present and the recent past. They do not address the comparative levels of resources, programs, and facilities during the period of de jure segregation that prevailed over much of the institutions' history.

For long-range planning and other purposes the Board of Governors uses institutional classifications adapted from those developed by the National Center for Higher Education.[2] This system is similar to classification schemes developed by the Carnegie Commission on Higher Education, the Commission on Financing Post-Secondary Education, and by other study groups, and follows basically the institutional categories developed by the American Association of University Professors for its annual reports on faculty compensation. The classification system is applied to the 16 constituent institutions of The University of North Carolina as follows:

Major Research Universities

These are institutions which awarded over fifty doctoral degrees and received over $10 million in federal government support of the academic sciences in the last fiscal year. There are two constituent institutions that are in this category:

The University of North Carolina at Chapel Hill
North Carolina State University at Raleigh

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[2]National Center for Higher Education Management Systems at the Western Interstate Commission for Higher Education, Statewide Measures Inventory (Boulder, Colorado: The Commission, 1975), p. G-64.

Other Doctoral Universities

These are institutions which awarded doctoral degrees in the most recent fiscal year. There is one constituent institution in this category:

The University of North Carolina at Greensboro

Comprehensive Universities

These are institutions which had no doctoral programs, but which offer and award master's degrees. There are six institutions in this category:

Appalachian State University
East Carolina University
North Carolina Agricultural and Technical State University
North Carolina Central University
The University of North Carolina at Charlotte
Western Carolina University

Two of these six institutions offer also first professional programs: North Carolina Central University offers the first professional degree in law, and East Carolina University is authorized to offer the first professional degree in medicine.

General Baccalaureate Universities

These are institutions which had no doctoral or master's programs, but which offer and award bachelor's degrees. There are six institutions in this category:

Elizabeth City State University
Fayetteville State University
Pembroke State University
The University of North Carolina at Asheville
The University of North Carolina at Wilmington
Winston-Salem State University

Specialized Institutions

The North Carolina School of the Arts

The School of the Arts is a conservatory, offering programs at the high school and baccalaureate level in dance, drama, music, and theatrical design and production.

The historically black constituent institutions are thus in two institutional categories: two of them are comprehensive universities -- viz., North Carolina Agricultural and Technical State University and North Carolina Central University. Their counterpart historically white constituent institutions are Appalachian State University, East Carolina University, The University of North Carolina at Charlotte, and Western Carolina University. Three of the historically black institutions are general baccalaureate universities -- viz., Elizabeth City State University, Fayetteville State University, and Winston-Salem State University. Their counterpart historically white institutions are Pembroke State University,[3] The University of North Carolina at Asheville, and The University of North Carolina at Wilmington.

It is acknowledged that no classification scheme can comprehend the unique characteristics associated with each university. At the same time, common definitions are essential to the purposes of this study. They establish necessary standards for comparisons around some common characteristics or norms.

Accordingly, this study will compare basic characteristics and resources of the traditionally black comprehensive universities with the traditionally white comprehensive universities, and the basic characteristics and resources of the traditionally black general baccalaureate universities with the traditionally white general baccalaureate universities. A detailed analysis is made in these areas:

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[3]Pembroke State University started as an Indian school and is still 20 per cent Indian in its enrollment.

- Financial resources (including operating funds, capital budgets, and physical facilities).
- Students (including enrollment characteristics and trends and student financial aid).
- Faculty and administration.
- Academic programs.
- Libraries and computing resources.

Comparison of resources and financial statistics are presented only with respect to State budgets. Federal grants, foundation grants and gifts, private endowments, and other non-State budget sources of support are excluded, since the basic objective is to determine -- in response to the OCR inquiry -- whether a pattern of discrimination exists within The University of North Carolina. An exception is made in the instance of student financial aid, since programs in this area are so heavily derived from federal funding sources and since the principal means of student financial aid provided by the State of North Carolina to its citizens attending its institutions is in the form of low tuition.

The concluding section of this study will identify deficiencies and set out procedures and programs of action to correct them. These programs will be incorporated into the regular planning and budgetary processes of The University. However, they may, and in some circumstances have to, differ from the regular processes in one important respect: Some will require a special kind of administrative relationship between the General Administration of The University and each of the five institutions. This special relationship will be designed to foster two paramount objectives

that are fundamental to the purposes of the State Plan: the eradication of any dual standard in the characteristics of and expectations for historically black institutions, and, perforce, the elimination of race as a consideration in the conduct of the affairs of The University of North Carolina.

CHAPTER TWO

GENERAL INSTITUTIONAL CHARACTERISTICS

A. Introduction

The five historically black constituent institutions were established to provide higher educational opportunities to black citizens of the State who, on the basis of race, were not then admissible to the other public institutions. Although the exclusion of persons on account of race from any public institution has not been the policy in North Carolina for two decades, 90 per cent or more of the students attending these five institutions are black.

North Carolina Agricultural and Technical State University was established as the Negro land-grant college in North Carolina. North Carolina Central University was made a State institution to provide liberal arts education for Negroes and to prepare teachers and principals for the secondary schools. Elizabeth City State University, Fayetteville State University, and Winston-Salem State University were all established to meet the need for black elementary school teachers in the State. In 1957 the General Assembly expanded the missions of these three institutions to include teacher training generally and such other programs as the State Board of Higher Education might authorize.

Four of the historically white institutions examined in this report also originated as teacher education institutions. These four are Appalachian State University,[1] East Carolina University, Western Carolina University,[1] and Pembroke State University. The other three historically

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[1]These institutions actually were founded as boarding high schools.

white campuses have somewhat different historical backgrounds. The University of North Carolina at Asheville began as a county junior college, then became a State-aided community college, then a four-year State college, and then a campus of The University of North Carolina. Charlotte College became a county junior college in 1949, was made a part of the State-aided Community College System in 1958, became a four-year State college in 1963, and was designated as the fourth campus of The University of North Carolina in 1965. Wilmington College became a county community college in 1947, entered the State-aided Community College System in 1958, became a State senior college in 1963, and in 1969 was designated as the fifth campus of The University of North Carolina.

3. North Carolina Agricultural and Technical State University

North Carolina Agricultural and Technical State University was founded by the North Carolina General Assembly in 1891 as the Agricultural and Mechanical College for the Colored Race and was designated as a land-grant institution under the provisions of the Morrill Act of 1890 "to teach practical agriculture and the mechanic arts and such branches of learning as related thereto not excluding academical and classical instruction" at the baccalaureate level.

Classes were taught on the grounds of Shaw University in Raleigh until 1893, when they were moved to Greensboro where a group of interested citizens offered 14 acres of land and $11,000 for building as an inducement for its relocation. The first building was completed in 1893 and the College opened in Greensboro during the fall of that year.

In 1915, the name of the institution was changed to The Agricultural and Technical College of North Carolina by the General Assembly. The General Assembly authorized the institution to grant the Master of Science degree in education and certain other fields in 1939 and the first master's degree was awarded in 1949. The School of Nursing was established in 1953 and the first class was graduated in 1957.

The institution was designated a regional university in 1967 as a part of a legislative movement which led to the redesignation of nine colleges as universities in 1967 and 1969. Its mission was described in the 1967 legislation to include the preparation of teachers, supervisors, and administrators for the public schools. Instruction was authorized in the arts and sciences at both the baccalaureate and master's levels. The institution was also authorized to conduct programs of research and extension and such other programs as might be approved by the North

Carolina Board of Higher Education and supported with State appropriations. This part of its mission was identical to that of three traditionally white institutions designated as universities in 1967, but North Carolina Agricultural and Technical State University was further authorized to teach the agricultural and technical arts and sciences and related branches of learning, and also to train teachers, supervisors, and administrators for the public schools of the State in these areas at the baccalaureate and master's levels. The institution was further instructed that "such other programs of a professional or occupational nature may be offered as shall be approved by the North Carolina Board of Higher Education, consistent with the appropriations made therefor."

In 1969, North Carolina Agricultural and Technical State University, along with eight other institutions by then designated as "regional universities," had its authorized mission expanded to include "the power of offering all such degrees or marks of literary distinction as are conferred by colleges and universities, including the doctor's degree, subject to the approval of the North Carolina Board of Higher Education." North Carolina Agricultural and Technical State University became a constituent institution of The University of North Carolina on July 1, 1972. The reorganization legislation repealed the specific mission assignment of this institution, as it did those of most of the other constituent institutions. Section 116-11(3) of the General Statutes of North Carolina delegates to the Board of Governors authority to prescribe institutional missions:

> The Board shall determine the functions, educational activities and academic programs of the constituent institutions. The Board shall also determine the types of degrees to be awarded . . . .

C. North Carolina Central University

North Carolina Central University was first chartered as a private institution in 1909 and known as the National Religious Training School and Chautauqua. The private donations and student fees which constituted the total financial support of the school were insufficient, and in 1915 it was sold, reorganized, and renamed the National Training School.

In 1923 the General Assembly of North Carolina appropriated funds for the purchase and maintenance of the school and changed its name to Durham State Normal School. Two years later the General Assembly converted it into the North Carolina College for Negroes, authorizing it to offer programs in liberal arts education and for the preparation of teachers and principals of secondary schools. The first four-year college class was graduated in 1929. The General Assembly authorized the institution to offer graduate work in the arts and sciences in 1939; the School of Law began operation in 1940, and the School of Library Science was established in 1941. In 1947 the General Assembly changed the name of the institution to the North Carolina College at Durham. In 1967 its mission was defined by statute to be "undergraduate instruction in the liberal arts and sciences, the training of teachers, supervisors, and administrators for the public schools of the State, and such graduate and professional instruction as shall be approved by the North Carolina Board of Higher Education, consistent with the appropriations made therefor." It was, by action of the General Assembly, renamed North Carolina Central University in 1969. At that time its authorized mission was expanded to include research and extension programs and the

conferring of degrees and marks of distinction, including the doctorate, subject to approval of the Board of Higher Education and the provision of necessary appropriations. It became a constituent institution of The University of North Carolina on July 1, 1972. The reorganization legislation repealed the specific mission assignment of this institution.

D. Elizabeth City State University

Elizabeth City State University was founded by the North Carolina General Assembly in 1891 as a State Colored Normal School to provide instruction to members of the black race "to teach in the common schools of North Carolina." It began operations on January 4, 1892, with a faculty of two and a student enrollment of 23. It became a four-year teachers' college in 1937 and in 1939 it awarded its first baccalaureate degrees to 26 students. In that same year, the institution was renamed Elizabeth City State Teachers College and the North Carolina General Assembly expanded its mission to include the training of elementary school principals. In 1957, its primary mission was stated in the statutes to be the preparation of teachers, but it was also authorized to offer such other programs as might be approved by the North Carolina Board of Higher Education and supported by State appropriations. In 1963, the institution's name was changed to Elizabeth City State College. In 1969, the name of the institution was changed to Elizabeth City State University, and it was given the same mission as eight other institutions designated as regional universities at that time, including research, extension, and doctoral programs, subject to approval of the North Carolina Board of Higher Education and depending upon appropriations. It became a constituent institution of The University of North Carolina on July 1, 1972, when its statutory mission statement was repealed.

E. Fayetteville State University

Fayetteville State University is the second oldest State-supported institution of higher education in North Carolina. It was established as the State Colored Normal School by the North Carolina General Assembly in 1877 as a training school for black public school teachers. Classes were begun in that same year in facilities formerly owned by the Howard School in Fayetteville and purchased by the State. The institution bore several different names as a normal school and was renamed Fayetteville State Teachers College in 1939 when it became a senior college. From 1939 until 1959, the only major offered was elementary education. In 1959, the school was authorized to offer programs for secondary education majors. Since then, several such majors and a number of non-teaching majors have been added.

A 1957 act of the General Assembly stated its primary mission to be the preparation of teachers but authorized such other programs as might be approved by the Board of Higher Education and supported by appropriations. In 1968, it became Fayetteville State College and in 1969, Fayetteville State University. At this time it was authorized, along with eight other institutions designated as regional universities, to offer programs of study including the doctorate and to engage in research and extension activities subject to approval of the Board of Higher Education and public appropriations. It became a constituent institution of The University of North Carolina on July 1, 1972, when its statutory mission statement was repealed.

Fayetteville State University also operates a large interinstitutional education center at Fort Bragg. Fayetteville State University is responsible

for undergraduate programs of study at that Center. North Carolina State University at Raleigh and East Carolina University also offer a selected number of master's programs at the Center.

F. Winston-Salem State University

Winston-Salem State University was founded as the Slater Industrial Academy in 1892. In 1897, it was chartered by the State as the Slater Industrial and State Normal School. In 1925, the General Assembly of North Carolina changed its name to Winston-Salem Teachers College and made it a four-year institution granting elementary education degrees. The Winston-Salem Teachers College thus became the first Negro institution in the United States to grant degrees for teaching in the elementary grades.

The North Carolina General Assembly established the Nursing School in 1953, authorized the expansion of the curriculum to include secondary education in 1957, and changed the name to Winston-Salem State College in 1963. The name was changed to Winston-Salem State University in 1969. Its mission was redrawn to conform to the uniform mission statement of the nine institutions designated as regional universities which authorized research and extension, and instructional programs to include the doctorate upon approval of the North Carolina Board of Higher Education and appropriate State funding. It became a constituent institution of The University of North Carolina on July 1, 1972, when its statutory mission statement was repealed.

G. Conclusion

Each of the five historically black constituent institutions of The University was established to train teachers to work in a segregated public school system, except that North Carolina Agricultural and Technical State University had a broader charter as a land-grant institution under the Morrill Act of 1890. However, there has been an emphasis upon teacher education programs during most of that institution's history.

In terms of history and current programs the traditionally black constituent institutions are not markedly different from their traditionally white counterparts. Most were established as teacher education institutions and this activity still accounts for a large percentage of their degree production. The most distinctive characteristic of the historically black institutions is that they were established to serve a segregated black society.

CHAPTER THREE

FINANCIAL AND PHYSICAL RESOURCES

A. Introduction

This chapter will examine levels of State budget support for the historically black institutions in comparison with State budget support for the counterpart historically white institutions. Operating budgets, tuition and fee charges, capital budgets and physical facilities will be discussed. It should be emphasized that this discussion does not purport to address the subject of State support at all for the years prior to 1959, and that it addresses the subject in depth only for the period beginning in 1967-69.

A special study of the five historically black public institutions was made by the North Carolina Board of Higher Education in 1967. It concluded that "At this time, state support of the traditionally Negro institutions is, generally speaking, comparable to that given the predominantly white institutions. Historically, this has not been true."[1] The actions taken by the State following that special study were commended by the Carnegie Commission on Higher Education in a report it issued in 1971 on the nation's traditionally black institutions.[2]

Moreover, the concern of the Office for Civil Rights that prompted this study, as previously pointed out, was to assure that resource comparability has been achieved for the five historically black constituent institutions of The University of North Carolina, or to show how such

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[1] State Supported Traditionally Negro Colleges in North Carolina (Raleigh: North Carolina Board of Higher Education, May, 1967), p. 59.

[2] The Carnegie Commission on Higher Education, From Isolation to Mainstream: Problems of Colleges Founded for Negroes (New York: McGraw-Hill Book Co., 1971), p. 50.

comparability will be achieved. The important issues, therefore, pertain to the present and to the future, not to a past segregated society.

As a preface to this chapter on financial and physical resources, it is important to note briefly the changes in budgeting procedures that have occurred in recent years, and to point out the limitations of one of the measures of financial support designated by OCR: the measure of per capita student support.

B. Changes in Budgetary Procedures

Budgeting procedures and classifications in North Carolina have changed in many important respects in recent years. Prior to the reorganization of public senior higher education which became effective on July 1, 1972, budget requests were made separately to the Governor and the Advisory Budget Commission and the General Assembly by each institution. A single request was made for The University of North Carolina, which consisted of three institutions until the 1960's, when three additional institutions were brought into what was then called "The Consolidated University." Each of the other ten institutions made its own request.

The format of the budget prior to the 1971 reorganization was common for all the institutions. There was an "A" budget, which consisted of what is now termed the continuation budget but which also included funds for enrollment increase. The "B" budget included funds for academic salary increases and any new funds for improving existing programs or for establishing new programs. By the latter part of the 1960's it was the common practice to appropriate a substantial portion of the program funds in the "B" budget to the State Board of Higher Education for subsequent allocation to the institutions. Finally, there was the "C" budget, which included all funds for capital improvements.

Under the budgeting procedure established by statute in 1971 for The University of North Carolina, appropriations to continue the current level of operations of The University are made by the General Assembly directly to each constituent institution. Such appropriations, however, are in response to a single, unified budget request for The University

submitted by the Board of Governors. Appropriations for other purposes, such as enrollment increases, salary increases for employees exempt from the State Personnel Act, new programs and activities, and increases to remedy deficiencies are also based on specific, identifiable Board requests in these areas, but these appropriations are made to the Board of Governors for subsequent allocation to the constituent institutions.[3]

The Board of Governors establishes an enrollment level for each constituent institution which is used for the purpose of allocating enrollment increase funds. These enrollment levels are then expressed as a range of approximately two per cent plus or minus the funded levels. If an institution's actual enrollment falls within that range, it is funded at the authorized level. The fact should be noted that significant changes may occur between "per capita" actual expenditures and "per capita" budgeted expenditures simply as a result of this characteristic of the budgeting process. The same kinds of changes may occur with respect to "student-faculty ratios," as will be pointed out later. The actual ratio may differ from the budgeted ratio if there is significant "over-enrollment." Further, although the Board of Governors establishes enrollment levels for budgetary purposes, the actual control of enrollments in conformity with those levels is a responsibility delegated to the institutions.[4]

In addition to these major changes in budgeting authority, procedures, and format since 1971, there were also major differences among the

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[3]General Statutes of North Carolina, Section 116-11(9).

[4]It is noted that the combined effect of appropriation limitations and enrollments in excess of estimates for 1976-77 required a temporary modification of the procedure described in this paragraph.

institutions in detailed classification of expenditures and receipts during the decade prior to reorganization. Consequently, there are differences in nomenclature and in the contents of various budget "purposes" and "objects" in the State Budget beginning in the latter part of the 1960's as compared with prior years.

C. Limitations of Per Capita Support as a Measure

Per capita support is subject to many limitations as a measure for comparison of institutions. Support per student, as noted by the Carnegie Commission, varies extensively among institutions of different scale. Given that a particular minimum scale of operation is needed for the provision of effective educational services, institutions with larger enrollments could exhibit lower per capita costs than do smaller campuses with similar programs. In addition to considerations of size, differences in the mix of educational programs available tend to cause considerable variations in support per student. Obviously a predominantly scientific or technical institution will have higher levels of funding per student than a liberal arts campus because of differences in required equipment for courses. Similarly differences in maintenance and operation costs are likely to affect costs per student. Thus, careful analysis must allow for these necessary limitations on the adequacy of aggregate support per student as a measure. Only if proper consideration is given to the determinants of differentials in support per student can these aggregate data be utilized reliably for comparisons.

D. Operating Budgets

1. Trends from 1959 to Mid-1960's

An analysis of levels of State support (appropriations per student) between 1959-60 and 1966-67 shows that funding levels per student at the historically black comprehensive universities were consistently and significantly higher than "appropriations per student" for the historically white institutions. For North Carolina Agricultural and Technical State University[5] during this period, this amount varied from a low of $419 to a high of $720, and for North Carolina Central University the variation was from $267 to $841. By comparison, Appalachian State University varied from $267 to $699, East Carolina University from $358 to $654, and Western Carolina University from $350 to $682. Moreover, the student-faculty ratio ("students per teacher") was consistently and significantly more favorable in the two traditionally black institutions than in the counterpart traditionally white institutions. When the institution now known as The University of North Carolina at Charlotte became part of The University of North Carolina in 1965, its student-faculty ratio and appropriations per student were also less favorable than those of either of the traditionally black comprehensive campuses.

During the period 1959-60 through 1964-65, only Pembroke State University existed as a counterpart institution to Elizabeth City State University, Fayetteville State University, and Winston-Salem State University. In four of those six years, its "appropriation per student" was lower than that of any of the three historically black institutions,

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[5]Throughout this study institutions are referred to by their present names.

and in all six years it was lower than two of three black institutions. In 1965-66 and 1966-67 when The University of North Carolina at Asheville and The University of North Carolina at Wilmington were added to the list of public baccalaureate institutions, they had student-faculty ratios less favorable than any of the three traditionally black institutions. The University of North Carolina at Asheville had the highest "appropriations per student" of any of the six institutions, while The University of North Carolina at Wilmington had the lowest.

2. Funds for Developing Institutions

In 1967 the General Assembly appropriated funds to the Board of Higher Education to strengthen institutional research capabilities at some institutions and to strengthen "developing institutions," a term which was defined to mean the historically black institutions. These initial appropriations were augmented and broadened in 1969 and in 1971 to effect a wide range of improvements in the quality of public senior institutions in various designated areas. For the five historically black institutions and their seven counterpart historically white institutions, total new funds amounting to $6,820,491 were appropriated in 1969 and 1971. The funds were provided to strengthen the institutions in the areas of administrative staffing, institutional research, libraries, faculty salaries, general institutional improvements, and academic program enrichment.

Table 3-1 summarizes by program area the total allocations to the six comprehensive universities and to the six general baccalaureate universities. It will be noted that funds in one program area (upgrading developing institutions) were provided only for the five historically black institutions, and that the faculty salary equalization funds were provided principally for these institutions. Overall, the five historically black institutions received 50 per cent of the total allocation, or $3,398,405 of the $6,820,491. By program area, the historically black institutions received 64 per cent of the funds for administrative staffing, 45 per cent in institutional research, 26 per cent in library improvements, 86 per cent in salary equalization, 100 per cent in upgrading developing institutions, and 23 per cent in program improvements.

Table 3-1

Allocations of Special Institutional Improvement Funds to Selected Constituent Institutions of The University of North Carolina, 1969-1971

Institution	Administrative Staffing	Institutional Research[a]	Library Improvements	Salary Equalization	Upgrading Developing Institutions[a]	Program Improvements	Total
Comprehensive Universities							
NCA&TSU	$ 63,840	$ 46,478	$ 188,796	$ 209,514	$ 338,000	$ 25,321	$ 871,949
NCCU	75,341	42,781	174,874	45,289	338,000	66,905	743,190
ASU	13,688	48,079	317,568	-	-	44,490	423,825
ECU	-	48,159	491,106	-	-	560,239	1,099,504
UNC-C	44,617	13,261	268,750	-	-	492,862	819,490
WCU	46,685	44,821	406,241	-	-	51,633	549,380
General Baccalaureate Universities							
ECSU	56,756	36,998	81,214	168,567	208,000	67,130	618,665
FSU	55,611	38,846	88,611	104,320	208,000	75,202	570,590
WSSU	39,901	37,080	84,341	115,950	208,000	108,739	594,011
PSU	39,905	38,551	139,111	55,796	-	-	273,363
UNC-A	-	27,698	49,719	-	-	-	77,417
UNC-W	19,167	29,098	80,278	50,564	-	-	179,107
Total	455,511	451,850	2,370,609	750,000	1,300,000	1,492,521	6,820,491

[a]These programs were funded initially by the 1967 General Assembly.

With the exception of certain of the library improvement funds, these allocations were subsequently incorporated into the continuation budgets of the institutions. As permanent additions to the operating budgets, rather than onetime grants, these funds represented a major step forward in providing improved basic financial support for all of these institutions.

3. Recent Trends in State Support

Table 3-2 presents the annual level in per [full-time equivalent (FTE)] student State appropriations and tuition receipts combined for the time period 1969-70 to 1975-76 for historically black and white institutions.[6] As noted in that table, the combination of State appropriations per student and tuition receipts per student into one support figure reflects the relationship between the two sets of resources uniformly employed in the State's budgeting process. The combination provides a base figure that is unaffected by any difference in tuition rates that existed in prior years within categories of institutions, or by differences in the proportion of in-state and out-of-state students in the budgeted full-time equivalent enrollment. As a group, as shown in Table 3-2, per capita support levels at the traditionally black campuses are consistently higher than that of their counterpart traditionally white institutions, except that in 1969-70 the historically white general baccalaureate institutions were slightly higher than their historically black counterparts.

Further, Table 3-2 shows no discrimination against the traditionally black institutions in rates of change. The weighted average per capita funding for the comprehensive historically black institutions has increased 68 per cent in 1975-76 over 1969-70, and for the historically white comprehensive universities the increase was 69 per cent. In the category of general baccalaureate universities, per capita funding has increased during this period by 67 per cent for the traditionally black institutions and 57 per cent for the traditionally white institutions.

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[6]It is noted that actual enrollment in 1975-76 in all of these institutions is substantially in excess of the budgeted enrollment.

Table 3-2

State Appropriations and Tuition Receipts Combined Per Full-Time Equivalent (FTE) Student for Selected Constituent Institutions of The University of North Carolina, 1969-70 through 1975-76

Fiscal Year	Comprehensive Universities			General Baccalaureate Universities		
	Historically Black	Historically White	Black/ White Ratio	Historically Black	Historically White	Black/ White Ratio
1969-70	$ 1,408	$ 1,345	1.05	$ 1,477	$ 1,485	.99
1970-71	1,475	1,392	1.06	1,522	1,493	1.02
1971-72	1,838	1,658	1.11	1,907	1,759	1.08
1972-73	1,923	1,763	1.09	1,907	1,761	1.08
1973-74	2,077	1,926	1.08	2,179	2,052	1.06
1974-75	2,294	2,160	1.06	2,465	2,306	1.07
1975-76	2,366	2,273	1.04	2,465	2,328	1.06
Per Cent Increase 1969-70 to 1975-76	68%	69%	-	67%	57%	-

Note: State appropriation is the amount made available by the General Assembly from the State General Fund that is directly in support of the following educational activities: general administration, student services, instruction and departmental research, data processing, libraries, student aid, organized research and maintenance and operation of plant.

Student tuition is the amount from the tuition and academic fees that is applied directly to the support of the educational activities identified above.

The combination of state appropriation and student tuition into a single support figure for each institution reflects the relationship between the two sets of resources uniformly employed in the State's budgeting process.

4. Personnel Complements

A supplemental measure of State financial support is in the number of budgeted personnel positions, including faculty and other staff, for the educational activities of an institution. As is the case with the level of per capita funding, personnel complements are the products of decisions made by the Office of State Budget and the General Assembly over the years, and by those bodies and by the Board of Governors since 1972.

Authorized and funded full-time equivalent positions per thousand FTE budgeted students for 1975-76, by institution, are shown in Table 3-3. Four of the five traditionally black campuses have more favorable ratios than the weighted average for their respective four- or five-year group. The other is near the weighted average for its group. These data indicate that the historically black campuses as a group have been somewhat favored in the allocation of personnel positions. The gross support available to the institutions, as reflected in Table 3-2, would indicate that the comparative relationships in recent years have been substantially the same as those shown for 1975-76.

Table 3-3

Budgeted Full-Time Equivalent (FTE) Personnel Positions
(Including Faculty) Per 1,000 Budgeted FTE Students
at Selected Constituent Institutions of
The University of North Carolina,
1975-76

Institution	Budgeted Personnel Positions	Budgeted Enrollment	Personnel Per 1,000 FTE Students	Rank
Comprehensive Universities				
NCA&TSU	697.1	4,300	162	1
NCCU	558.1	3,940	142	2
ASU	957.5	7,250	132	6
ECU	1,332.2	9,895	135	3
UNC-C	780.7	5,870	133	4
WCU	676.7	5,090	133	4
Weighted Average			138	
General Baccalaureate Universities				
ECSU	212.4	1,190	178	1
FSU	262.7	1,825	144	4
WSSU	286.3	1,790	160	3
PSU	226.2	1,700	133	6
UNC-A	177.5	1,055	168	2
UNC-W	357.9	2,555	140	5
Weighted Average			150	

Source: University Certified Budgets

5. Student Charges

a. Tuition

The tuition and academic fee charges have received sustained attention by the Board of Governors since its establishment. Prior to July 1, 1972, tuition and fees in ten of the institutions, including the historically black institutions, had been set by their individual boards of trustees, and the Board of Trustees of The University of North Carolina set them for six campuses. The result was relatively wide variation in required tuition and fees among the individual institutions.

The Board of Governors as a part of its first budget request in 1973 adopted a policy of making in-state tuition charges uniform by category of institution over a three-year period. The current fiscal year represents the final year of this staged equalization process for resident tuition and fees. The tuition and academic fee figure for resident students is now uniform at $282 an academic year at five-year campuses and $246 a year at four-year constituent institutions.

Non-resident tuition and academic fees by campuses are shown in Table 3-4. These charges are not established solely by the Board. The 1971 General Assembly set non-resident tuition, beginning with the academic year 1972-73, at $1,800 for the five-year institutions and The University of North Carolina at Asheville and The University of North Carolina at Wilmington. Non-resident tuition at the other four-year institutions was established at $1,550. The 1975 General Assembly anticipated additional revenues from non-resident tuition, which required raising rates $84 at Elizabeth City State University,

Fayetteville State University, Winston-Salem State University, and at Pembroke State University, and $100 at the other constituent institutions considered in this study.

Table 3-4

Non-Resident Tuition and Academic Fee Rates for Selected Constituent Institutions of The University of North Carolina, 1975-76

Institution	Tuition and Academic Fee	Rank
Comprehensive Universities		
NCA&TSU	$1,915	6
NCCU	1,948	1
ASU	1,930	4
ECU	1,930	4
UNC-C	1,942	3
WCU	1,948	1
General Baccalaureate Universities		
ECSU	1,654	6
FSU	1,672	4
WSSU	1,699	3
PSU	1,660	5
UNC-A	1,940	1
UNC-W	1,925	2

b. General Fees

Student fees are also assessed in support of activities not covered by the general educational budgets of the institutions. General fees which have been authorized by the Board of Governors are classified into three types: athletic fees, health services fees, and student activities fees. These fees support programs which the General Assembly has consistently directed shall be funded from student charges rather than from State appropriations. The programs these fees support are also closely related to institutional responsibilities which the Board of Governors has delegated to the institutional boards of trustees.

Total general fees by campuses are shown in Table 3-5. Among the six comprehensive universities, general fees presently average approximately $9 higher at the historically white campuses than at their historically black counterparts. However, among the general baccalaureate institutions, general fees average approximately $43 higher at the traditionally black campuses.

The general fees support varying service levels determined largely by the institutional board of trustees. For example, in the area of health services, one campus may operate a dispensary with minimum staff and equipment, while another institution provides and staffs an infirmary for in-patient treatment.

Table 3-5

General Fees[a] for Selected Constituent Institutions of
The University of North Carolina, 1972-73 through 1975-76

Institution	1972-73	1973-74	1974-75	1975-76
Comprehensive Universities				
NCA&TSU	$137	$137	$137	$142
NCCU	98	98	101	117
ASU	130	130	156	147
ECU	108	108	120	129
UNC-C	96	96	111	135
WCU	141	141	141	144
General Baccalaureate Universities				
ECSU	185	185	185	175
FSU	151	151	171	171
WSSU	147	147	157	166
PSU	94	94	114	114
UNC-A	110	110	146	152
UNC-W	98	98	115	116

[a]"General Fees" include athletic fees, health services fees, and student activities fees.

c. Debt Retirement Fees

The other special purpose charges established by the Board of Governors are those related to the retirement of indebtedness. Many of these fees were established by the boards of trustees of the institutions prior to the creation of the Board of Governors. Most of these fees are to retire bonds issued for the construction of student centers or athletic and physical education facilities.

Some of these facilities were supported in part by General Fund appropriations from the General Assembly. Similar projects have been entirely financed by General Fund appropriations while other such projects have been built without the expenditure of any State funds. No consistent pattern is apparent in General Assembly policy over time as to types of facilities or types of institutions for which different kinds of financing mechanisms were approved.

The schedule of fees and charges related to indebtedness, by campus, is shown in Table 3-6. No significant difference appears between the traditionally black and traditionally white comprehensive institutions, but among the general baccalaureate institutions these fees are significantly higher at the historically black campuses.

In conclusion, fees over which the Board of Governors exercises direct control are substantially uniform by type of institution. General fees, which are the product of institutional decisions over a long period of time and which fund programs delegated to the campus level, are significantly higher at the historically black general baccalaureate campuses than at their white counterparts. The traditionally black general baccalaureate campuses have had to rely more heavily than have

Table 3-6

Fees and Charges Related to Indebtedness at Selected Constituent Institutions of The University of North Carolina 1972-73 through 1975-76

Institution	1972-73	1973-74	1974-75	1975-76
Comprehensive Universities				
NCA&TSU	$ 84	$ 84	$ 84	$ 90
NCCU	45	60	67	72
ASU	71	71	71	71
ECU	66	66	66	72
UNC-C	20	20	20	37
WCU	54	54	54	54
General Baccalaureate Universities				
ECSU	170	170	170	170
FSU	70	70	90	90
WSSU	70	70	70	84
PSU	60	60	60	60
UNC-A	10	10	10	28
UNC-W	-	-	-	50

the traditionally white campuses on student fees to retire debt for student centers and athletic and physical education facilities.

E. Capital Budgets and Physical Facilities

This section provides an examination of the levels of State budget support for capital improvements at the traditionally black institutions in comparison with such support for the counterpart traditionally white institutions.

The principal comparative data utilized are appropriations to the institutions from the General Fund for the ten-year period, 1967-1976. Cumulative appropriations for each institution for that period are then compared to a related decade of enrollment growth to arrive at a relative measure of State support. Related comparisons of total available physical facilities and the condition of the facilities as of the 1974 inventory of higher education facilities are also shown for the institutions covered by the study.

1. Appropriations for Capital Improvements

Table 3-7 shows the appropriations for capital improvements to each institution by successive sessions of the General Assembly since 1967. No distinction is made between appropriations related to legislative bond issues, revenue-sharing attributions or general obligation bond issues authorized by referendum. All are included as the most appropriate gross indication of State support. The table further shows the enrollment growth realized and anticipated during the 1967-77 decade and compares that growth for each institution with the funds made available for capital improvements.

Dividing the total State appropriations made between 1967 and 1976 by the enrollment gains during 1967-77 (appropriations for capital improvements per new student) shows that the traditionally black institutions fared slightly better than the traditionally white campuses. Among the six comprehensive institutions, the two traditionally black campuses rank second and third in this measure, while among the baccalaureate, the black campuses rank second, third, and fourth.

Table 3-7

State Appropriation Support for Capital Outlay, Enrollment Growth, and Capital Outlay Support Per Student at Selected Constituent Institutions of The University of North Carolina, 1967-1977

Institution	State Appropriation Support by Year								
							1976		
	1967	1969	1971	1973	1974	1975	(Regular Approp.)	(Bond Issue)	Total 1967-1976
Comprehensive Universities									
NCA&TSU	$ 1,150,000	$ 1,018,000	$ 5,415,000	$ 3,360,000	$ 543,000	$ 65,000	$ 200,000	$ 2,127,000	$13,878,000
NCCU	339,000	995,000	5,217,000	2,343,000	240,000	930,000	2,660,000	-	12,724,000
ASU	2,700,000	5,278,000	4,132,500	5,726,000	245,900	730,000	500,000	3,328,000	22,640,400
ECU	5,552,300	2,534,000	5,268,000	12,388,000	7,709,700	6,060,000	22,145,000	-	61,657,000
UNC-C	10,049,300	955,000	300,000	4,845,000	620,238	254,000	-	6,000,000	23,023,538
WCU	2,233,000	1,522,000	5,487,000	3,441,500	623,000	985,300	240,000	3,423,000	17,954,800
General Baccalaureate Universities									
ECSU	280,400	158,000	1,779,500	1,602,000	710,600	350,000	-	1,204,000	6,084,500
FSU	770,400	287,500	2,944,000	808,000	143,000	25,000	150,000	4,380,000	9,507,900
WSSU	750,600	605,000	2,200,000	2,912,000	152,000	20,000	185,000	2,175,000	8,999,600
PSU	556,400	2,427,000	2,027,000	1,365,000	244,395	80,000	60,000	2,335,000	9,094,795
UNC-A	2,060,100	434,000	1,002,000	794,000	286,100	153,000	-	1,900,000	6,629,200
UNC-W	1,604,400	962,000	1,703,500	3,085,000	12,000	135,000	-	1,665,000	9,166,900

Institution	Headcount Enrollment		Increase	Support Per New Student[a]	Rank
	1967	1977(est.)	1967 to 1977		
Comprehensive Universities					
NCA&TSU	3,930	5,960	2,030	$ 6,836	2
NCCU	3,086	5,130	2,044	6,225	3
ASU	4,939	8,920	3,981	5,687	5
ECU	9,360	12,080	2,720	22,668	1
UNC-C	2,014	9,120	7,106	3,240	6
WCU	3,965	7,120	3,155	5,691	4
General Baccalaureate Universities					
ECSU	955	1,730	775	7,851	4
FSU	1,159	2,250	1,091	8,715	3
WSSU	1,325	2,290	965	9,326	2
PSU	1,495	2,280	785	11,586	1
UNC-A	691	1,740	1,049	6,320	5
UNC-W	1,222	4,210	2,988	3,068	6

[a] "Support Per New Student" is derived by dividing total State appropriation support for 1967-1976 by the 1967-1977 (estimated) increase in headcount enrollment.

2. Inventory of Facilities

Table 3-8 is an inventory of physical facilities at the comprehensive universities and the general baccalaureate institutions of The University as of the fall of 1974. Space is reported in terms of assignable area. "Assignable area" is that space which is available for assignment to an occupant, as opposed to such non-assignable spaces as circulation areas, custodial areas, mechanical areas, and construction areas. The table also indicates, by institution, the percentage allocation of space to major institutional programs.

Table 3-8

Inventory of Higher Education Facilities at Selected Constituent Institutions of The University of North Carolina Classified by Program Areas[a] - 1974

Institution	Assignable Square Feet[b]	Percentage of Assignable Square Feet in Programs							
		Instruction 10	Research 20	Public Services 30	Academic Support 40	Student Services 50	Institutional Support 60	Independent Operations 70	Unassigned 80
Comprehensive Universities									
NCA&TSU	1,120,744	41.2%	0.4%	0.1%	6.3%	42.5%	7.6%	-	1.9%
NCCU	707,989	30.7	-	-	8.2	53.0	8.0	-	0.1
ASU	1,410,850	31.0	0.1-	3.3	6.7	49.8	6.7	0.4%	2.1
ECU	1,710,302	34.4	-	0.2	6.9	52.8	3.4	0.1-	2.3
UNC-C	770,946	34.9	-	0.7	12.2	47.1	5.1	-	-
WCU	1,176,260	28.4	0.3	0.3	10.8	49.7	8.1	0.6	2.8
General Baccalaureate Universities									
ECSU	300,023	28.4	-	-	7.5	52.3	11.8	-	0.1-
FSU	358,447	26.9	-	-	6.8	50.8	8.9	-	6.6
WSSU	345,785	29.5	0.1	-	7.5	54.4	7.5	0.8	0.2
PSU	334,418	45.2	-	-	6.5	41.1	7.2	-	-
UNC-A	213,151	39.5	-	-	18.5	33.3	8.7	-	-
UNC-W	326,665	43.1	2.2	0.2	14.3	28.0	8.5	-	3.7

[a]Program areas are defined on the following page.

[b]These square footage figures do not reflect space under construction in 1974 or later authorized.

PROGRAM DEFINITIONS

10 Instruction Program. The instruction program consists of those activities whose outputs are eligible for credit in meeting specified curricular requirements leading toward a particular postsecondary degree or certificate granted by the institution.

20 Organized Research Program. The primary objective of an organized research program is the creation and dissemination of new knowledge. It consists of activities that have been specifically organized to produce research outcomes commissioned by an agency either external to the institution or authorized by an organizational unit within the institution.

30 Public Service Program. Public service activities are established to make available to the public the various unique resources and capabilities of higher education. The objective of a public service program is to provide services that are beneficial to groups external to the institution.

40 Academic Support Program. The objectives of the academic support program are to provide support services that are an integral part of the operations of the primary programs through the retention, preservation, and display of materials, or provide services that directly assist the academic functions of the institution.

50 Student Services Program. The overall objective of the student services program is to contribute to the student's emotional and physical well-being, outside the context of the formal academic program.

60 Institutional Support Program. The institutional support program consists of those activities that provide operational support for the day-to-day functioning of the organization. The overall objective of the institutional support program is to maintain the institution's organizational effectiveness and continuity.

70 Independent Operations Program. The independent operations program is established to collect those activities that may be viewed as not related directly to the objectives of the institution of higher education.

80 Unassigned (For Assignable Areas Only). This category is limited to classifications of facilities that are not in use at the time of the inventory. This particular program is unique to the facilities universe.

3. Academic Space Per FTE Student

One of the common measures of instructional and instruction-related space is the assignable square feet of academic facilities for each full-time equivalent (FTE) student. The State data for the 1974 fall term are shown in Table 3-9. Among the comprehensive universities, North Carolina Agricultural and Technical State University and Western Carolina University are above the weighted average of the six institutions. Of the general baccalaureate institutions Elizabeth City State University, Pembroke State University, and The University of North Carolina at Asheville are above the weighted average while the other three are below the average.

Table 3-9

Square Feet of Academic Space Per FTE Student at Selected Constituent Institutions of The University of North Carolina, Fall, 1974

Institution	Assignable Square Feet Per FTE Student[a]	Rank
Comprehensive Universities		
NCA&TSU[b]	138	1
NCCU	76	5
ASU	82	3
ECU	81	4
UNC-C	74	6
WCU	100	2
Total Weighted Average	91	
General Baccalaureate Universities		
ECSU	110	3
FSU	84	5
WSSU	80	6
PSU	113	2
UNC-A	146	1
UNC-W	85	4
Total Weighted Average	97	

[a]These figures reflect space available for use in the fall of 1974.

[b]As a land-grant institution, N. C. Agricultural and Technical State University has special space requirements not found in the other institutions listed in this table.

4. Age of Facilities

The age of buildings conveys an indication of the kind of physical plant at an institution. The actual condition of buildings, however, will depend upon many factors, including quality of original construction, renovations completed, and level of maintenance services provided over the life of the building.

Table 3-10 gives for each campus the distribution of facilities by age group. All of the historically black campuses have proportionately more facilities over 24 years old than do the historically white campuses. On the other hand, a slightly larger percentage of total plant at the traditionally black campuses is newly financed and not yet occupied. This fact demonstrates significant effort by the Board of Governors and the General Assembly in meeting the facilities needs of the traditionally black institutions.

Table 3-10

Age of Physical Facilities at Selected Constituent Institutions of The University of North Carolina

Institution	As of Fall 1974[a] 44 Years and Over[b]	24-43 Years	9-23 Years	0-8 Years	Completed, Under Construction or Financed Since Fall 1974
Comprehensive Universities					
NCA&TSU	6.9%	18.0%	34.3%	21.5%	19.3%
NCCU	6.8	24.4	23.7	19.6	25.5
ASU	4.4	10.8	22.4	49.7	12.7
ECU	12.7	5.2	31.5	39.4	11.2
UNC-C	-	-	15.6	59.3	25.1
WCU	4.8	8.2	31.4	41.5	14.1
General Baccalaureate Universities					
ECSU	15.4	10.2	17.7	28.8	27.9
FSU	13.9	14.1	8.1	32.8	31.1
WSSU	17.3	11.8	26.5	15.6	28.8
PSU	-	6.0	21.6	47.5	24.9
UNC-A	1.4	-	51.0	23.5	24.1
UNC-W	1.4	1.8	18.3	51.5	27.0

[a]Date of last comprehensive facilities inventory.

[b]Time intervals as per Office of Education, Facilities Inventory and Classification Manual, 1973, DHEW, Pub. No. (OE) 74-11424, p.24.

5. Condition of Facilities

The only available data on the condition of buildings on all campuses of The University are based on a building condition assessment at each institution by campus personnel. Thus the assessments may serve only as a general guide for evaluating building condition.

Table 3-11 reports the percentage of space regarded as in satisfactory condition by the chancellor of each of the twelve campuses under consideration. Recent separate studies by the U. S. Office of Education and the American Council on Education indicate that 85 per cent of higher education space in the nation is in satisfactory condition. Among the comprehensive universities, Western Carolina University falls below this level. In the general baccalaureate group, Winston-Salem State University and The University of North Carolina at Asheville are below the national norm.

Table 3-11

Percentage of Physical Plant in Satisfactory Condition at Selected Constituent Institutions of The University of North Carolina, as Rated by Campus Staff Fall, 1974

Institution	Percentage Satisfactory
Comprehensive Universities	
NCA&TSU	95.3%
NCCU	86.9
ASU	100.0
ECU	100.0
UNC-C	100.0
WCU	82.4
Weighted Average	95.0
General Baccalaureate Universities	
ECSU	86.5
FSU	92.1
WSSU	41.4
PSU	100.0
UNC-A	81.9
UNC-W	97.1
Weighted Average	83.4

F. Facilities Funded and/or Under Construction

Any assessment of academic facilities should take into account not only existing plant but also those projects which have been funded. The average time from commitment of financing to occupancy of an academic facility is just over three years. Because of this considerable lead time, institutions must take into account enrollment projections in the development of construction programs.

Table 3-12 reports 1974 inventory by campus, includes 1975 additions, and details the additional space which has been financed but is not yet ready for occupancy. The final column indicates the percentage increase over the 1975 inventory when all approved projects are on line. In terms of this percentage increase, the two traditionally black comprehensive universities rank 1 and 3 in this group. The three traditionally black general baccalaureate institutions rank 1, 2, and 3 in their group. This fact indicates vigorous support from the Board of Governors and the General Assembly in meeting the facilities needs of the traditionally black campuses.

Table 3-13 assumes that the authorized projects in Table 3-12 will be in use by the fall of 1979 and compares the resulting inventory with projected enrollments for that date.

Among the six comprehensive universities, the two traditionally black institutions will rank 1 and 4. Among the six general baccalaureate institutions, the three traditionally black campuses will rank 3, 4, and 5. Again, these projections fail to show any pattern of discrimination.

Table 3-12

Assignable Square Feet of Academic[a] Facilities at Selected Constituent Institutions of The University of North Carolina, Fall, 1974, Facilities Occupied in 1975, And Facilities Funded But Not Yet Occupied

Institution	1974 Inventory	1975 Inventory	Under Construction	Financed	Bond Issue	Total	Per Cent of Increase Since 1975
Comprehensive Universities							
NCA&TSU	618,582	631,982	145,582	-	34,840	812,404	23.9
NCCU	308,242	345,862	74,361	48,910	-	469,133	34.3
ASU	623,281	646,791	35,097	-	46,900	728,788	14.5
ECU	753,391	824,985	36,180	871	-	862,036	12.6
UNC-C	414,754	483,764	36,850	-	103,180	623,794	33.5
WCU	529,416	529,416	56,081	547	46,900	632,944	16.4
General Baccalaureate Universities							
ECSU	129,655	129,655	67,528	-	13,400	210,583	38.6
FSU	151,090	151,090	66,665	3,430	53,600	274,785	45.0
WSSU	148,310	172,430	50,288	-	26,800	249,518	40.6
PSU	196,874	225,819	26,147	5,360	37,356	294,682	33.2
UNC-A	140,771	164,859	7,370	402	33,500	206,131	31.7
UNC-W	211,658	221,708	86,887	-	26,800	335,395	36.9

[a]Total academic does not include museums and galleries, teaching hospitals, social and cultural development, student support, faculty and staff services, community relations, independent operations, and unassigned and incapable of use.

Table 3-13

Projected Assignable Square Feet of Academic Space Per FTE Student at Selected Constituent Institutions of The University of North Carolina Fall, 1979[a]

Institution	Projected Assignable Square Feet	Projected FTE	Assignable Square Feet Per FTE	Rank
Comprehensive Universities				
NCA&TSU	812,404	5,910	137	1
NCCU	469,133	5,430	86	4
ASU	728,788	8,110	90	3
ECU	862,036	10,940	79	5
UNC-C	623,794	8,710	72	6
WCU	632,944	6,890	92	2
General Baccalaureate Universities				
ECSU	210,583	1,770	119	4
FSU	274,785	2,210	124	3
WSSU	249,518	2,290	109	5
PSU	294,682	2,090	141	1
UNC-A	206,131	1,580	130	2
UNC-W	335,395	3,930	85	6

[a]Based on (1) the addition of academic facilities funded but not yet occupied, and (2) projected enrollments as reported in Long-Range Planning, 1976-1981, p. 642.

G. Conclusion

Gross measures such as total budget requirements from appropriations per student and student tuition and academic fees are always subject to variance between institutions for necessary and logical reasons. Application of these measures has shown that:

1. Per capita support of the educational activities of the historically black institutions is consistently higher than at the historically white institutions. The rates of change in this funding since fiscal 1969-70 have been comparable between the historically black and historically white comprehensive universities. The average rate of change for the traditionally black general baccalaureate institutions has been almost 18 per cent greater than for the traditionally white baccalaureate institutions.

2. In total personnel complements for State-budgeted educational activities, the historically black comprehensive universities have fared significantly better than the counterpart historically white institutions. Among the general baccalaureate institutions, two historically black institutions and one traditionally white institution have personnel resources higher than the average for those six institutions.

3. In student charges, three components were analyzed separately:

a. Tuition and academic fees for resident students, over which the Board of Governors exercises direct control, are identical among all the comprehensive universities and among all baccalaureate universities. Out-of-state tuition and academic fees vary, and are substantially higher at two historically white institutions. These

variations are the results of legislative action in setting non-resident tuition charges.

b. General fees are slightly higher at the traditionally white comprehensive universities, and significantly higher at the traditionally black baccalaureate institutions, as compared with their counterpart institutions.

c. Debt retirement fees are not significantly different among the comprehensive universities. They are significantly higher at the historically black baccalaureate institutions than at the historically white baccalaureate institutions.

4. The second section of this chapter has described the appropriations for capital improvements over the 1967-77 decade, availability, age, and condition of physical facilities were compared for the institutions included in this study.

a. Among the comprehensive universities, a comparison of State support made available for capital improvements, expressed in terms of dollars appropriated per new student over the 1967-77 decade, indicates that North Carolina Agricultural and Technical State University ranks second and North Carolina Central University ranks third by this comparative measure. Among the general baccalaureate institutions, a similar comparison indicates that Elizabeth City State University ranks fourth; Fayetteville State University ranks third and Winston-Salem State University ranks second.

b. A comparison of the assignable instructional space per full-time equivalent student indicates that, among the comprehensive universities, North Carolina Agricultural and Technical State University

ranks first and North Carolina Central University ranks fifth. The same comparison of general baccalaureate institutions indicates that Elizabeth City State University ranks third; Fayetteville State University, fifth, and Winston-Salem State University, sixth.

c. A comparison of the age of physical facilities indicates that the facilities of the traditionally black institutions are generally older than those located at their traditionally white counterparts. The traditionally black institutions, however, have greater percentages of facilities which are funded and/or under construction than do their traditionally white counterparts.

d. Based on the institutional assessments of their respective facilities, a comparison of the condition of facilities indicates that, among the comprehensive universities, both historically black institutions consider that over 85 per cent of their facilities are in satisfactory condition. The national norm according to U. S. Office of Education and American Council on Education studies indicates that 85 per cent of higher education space in the nation is in satisfactory condition. Among the historically black general baccalaureate institutions, Winston-Salem State ranks considerably below the national norm since only 41.4 per cent of space is considered by the institution to be in satisfactory condition.

e. These comparisons related to physical facilities do not reveal a pattern of discrimination against the historically black institutions in State support for construction of facilities and the availability of instructional space at these institutions. Since the physical facilities of the traditionally black campuses are generally

older than at their traditionally white counterparts and, in some cases, considered by the institutions to be unsatisfactory for their designated purposes, an external engineering review to ascertain the need for renovations and improvements is desirable.

CHAPTER FOUR

STUDENTS

A. Enrollments

The five traditionally black constituent institutions enrolled a total of 15,779 students in the fall of 1975. Their enrollments, and those of the counterpart traditionally white institutions, have risen markedly since 1969. Expressed in fall "headcount," the rate of growth of these two groups of institutions over the period 1969-1975 is noted in Table 4-1.

Excepting the new campuses at Charlotte and at Wilmington, the historically black institutions have generally experienced a greater growth rate during this period than have their historically white counterparts. Enrollment growth in all of the institutions accelerated during 1974-75 and 1975-76. Rising application and acceptance rates, and higher retention rates, have brought substantial enrollments over those levels for which funds were appropriated. Actual enrollments and budgeted enrollments in the institutions included in this study during these two years are depicted in Table 4-2.

The University's long-range plan for 1976-1981, as adopted by the Board of Governors in April, 1976, projects considerable enrollment growth during the planning period. Projected enrollments for 1980-81 as compared with current enrollments (in full-time equivalents) are in Table 4-3. The growth rate currently planned for the traditionally black comprehensive universities is significantly higher than for their counterpart traditionally white institutions, except in the instance of The University of North Carolina at Charlotte (which is largely a

Table 4-1

Percentage Increase in Fall Headcount Enrollments in Selected Constituent Institutions of The University of North Carolina, 1969 to 1975

Institution	Fall 1969 Enrollment	Fall 1975 Enrollment	Six-Year Increase
Comprehensive Universities			
NCA&TSU	3,714	5,345	43.9%
NCCU	3,290	4,730	43.8
ASU	6,252	8,541	36.6
ECU	9,788	11,725	19.8
UNC-C	3,085	7,570	145.4
WCU	4,670	6,419	37.5
General Baccalaureate Universities			
ECSU	1,039	1,629	56.8
FSU	1,137	2,002	76.1
WSSU	1,346	2,073	54.0
PSU	1,696	2,183	28.7
UNC-A	869	1,404	61.6
UNC-W	1,425	3,309	132.2

Table 4-2

Budgeted and Actual Full-Time Equivalent Enrollments in Selected Constituent Institutions of The University of North Carolina, 1974-75 and 1975-76

Institution	1974-1975			1975-1976		
	Budgeted	Actual	% Over-Enrollment	Budgeted	Actual[a]	% Over-Enrollment
Comprehensive Universities						
NCA&TSU	4,225	4,412	4.4	4,300	4.715	9.65
NCCU	3,915	3,978	1.6	3,940	4,359	10.63
ASU	7,100	7,294	2.7	7,250	7,695	6.14
ECU	9,315	10,064	8.0	9,895	10,370	4.80
UNC-C	5,557	5,485	1.3	5,870	6,100	3.92
WCU	4,955	5,144	3.8	4,090	5,475	7.56
General Baccalaureate Universities						
ECSU	1,150	1,155	-	1,190	1,548	30.08
FSU	1,750	1,814	3.6	1,825	1,990	9.04
WSSU	1,560	1,826	17.0	1,790	1,886	5.36
PSU	1,700	1,733	1.9	1,700	1,962	15.41
UNC-A	995	1,023	7.1	1,055	1,212	14.88
UNC-W	2,345	2,406	2.6	2,555	2,689	5.24

[a] These are estimates made during the spring of 1976.

Table 4-3

Projected Enrollment Growth in Selected Constituent Institutions of The University of North Carolina in Full-Time Equivalent Students, 1975-76 to 1980-81

Institution	1975-76	1980-81	Increase
Comprehensive Universities			
NCA&TSU	4,715	6,270	33.0
NCCU	4,359	5,370	31.5
ASU	7,695	8,160	6.0
ECU	10,370	11,060	6.6
UNC-C	6,100	9,300	52.5
WCU	5,475	7,220	31.9
General Baccalaureate Universities			
ECSU	1,548	1,860	20.2
FSU	1,990	2,260	13.6
WSSU	1,886	2,400	27.2
PSU	1,962	2,120	8.0
UNC-A	1,212	1,690	39.4
UNC-W	2,689	4,210	56.6

function of its location in the chief urban center of the State). A higher rate of growth is projected for the historically white baccalaureate institutions than for their counterpart historically black institutions as a group.

An important caveat must be emphasized with reference to current and projected enrollments. The ability to achieve the projected enrollment increases will be dependent upon corresponding increases in the levels of appropriations made by the General Assembly to fund this growth. The extent of enrollments in excess of budgeted enrollments in 1975-76 has already reached such proportions that the Board of Governors has directed that stricter controls be imposed over enrollment increases in 1976-77. This action was necessary to prevent marked deterioration in the quality of educational activities.

B. Student Characteristics

Enrollment of graduate students (in full-time equivalents) comprises 11 per cent of the total enrollment at North Carolina Agricultural and Technical State University in 1975-76 and 14 per cent at North Carolina Central University.[1] Graduate enrollment in the traditionally white comprehensive universities varies from 8.5 per cent at Appalachian State University, 10 per cent at East Carolina University, and 13 per cent at The University of North Carolina at Charlotte, to 13.6 per cent at Western Carolina University.

In terms of residency status, the traditionally black institutions have a higher percentage of out-of-state students than their counterpart traditionally white institutions. In 1975-76 full-time equivalents, out-of-state enrollment was 16 per cent at North Carolina Agricultural and Technical State University and 10 per cent at North Carolina Central University. In the four historically white comprehensive universities, the average was seven per cent out-of-state resident enrollment. Among the baccalaureate institutions, the historically black institutions average about nine per cent out-of-state enrollment, compared to less than a four per cent average at the historically white institutions.

As shown in Table 4-4, the pronounced racial identity of the institutions is indicated in the racial composition of their student bodies. In 1975-76, of 10,829 black students enrolled in comprehensive universities within The University of North Carolina, 9,309 or 86 per cent were enrolled in the two traditionally black institutions. In

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[1]This percentage at North Carolina Central University includes first professional enrollment.

Table 4-4

Ethnic Composition of Student Enrollment[a] in Selected Constituent Institutions of The University of North Carolina, 1974 and 1975

Institution	1974 Black	1974 Other	1974 % Minority Presence	1975 Black	1975 Other	1975 % Minority Presence
Comprehensive Universities						
NCA&TSU	4,586	351	7.1	4,867	478	8.9
NCCU	3,996[b]	395[b]	9.0[b]	4,442	312	6.6
ASU	178	7,836	2.2	222	8,319	2.6
ECU	390[b]	10,951[b]	3.4[b]	547	11,178	4.7
UNC-C	409	6,247	6.1	544	7,026	7.2
WCU	132	5,802	2.2	207	6,226	3.2
General Baccalaureate Universities						
ECSU	1,143	123	9.7	1,476	153	9.4
FSU	1,762[b]	86[b]	4.7[b]	1,913	89	4.4
WSSU	1,857	105	5.4	1,912	161	7.8
PSU	84	1,781	4.5	176	2,005	8.2
UNC-A	40	1,086	3.6	51	1,076	4.5
UNC-W	131	2,719	4.6	168	3,141	5.1

[a] Enrollments are in fall headcount. Military centers are excluded.

[b] These are estimates.

the baccalaureate institutions, 5,301, or 93 per cent, of 5,698 black students were enrolled in the three traditionally black institutions. For the 16 constituent institutions, a total of 19,241 black students were enrolled in 1975-76, and 14,610, or 76 per cent, were in the traditionally black institutions. "Minority presence" enrollment[2] aggregated 7.5 per cent in the five traditionally black institutions, and 5.2 per cent in the eleven traditionally white institutions. These compare with 8.2 per cent and 4.1 per cent, respectively, in the previous year.

There are two indicators of academic preparation of undergraduate students admitted to the institutions as freshmen by all institutions. Each of these indicators has varying weight in admissions policies, and in the prediction of academic performance, depending on institutional policy. These are the Scholastic Aptitude Test (SAT) and high school record as measured by rank in class.

There is general agreement that the student's high school performance is one of the "best" predictors of motivation and ability to pursue college studies. Table 4-5 shows the high school class rank (either in quintile or quartile groupings) for the entering freshman classes in the fall of 1975.

In the four historically white comprehensive universities, students graduating from high school in the first and second quintiles of their class range from 79 per cent of the entering class to 48 per cent, and from 40 per cent to 33 per cent in the two historically black institutions. An aggregate 36.5 per cent in the historically black institutions and

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[2]"Minority presence" students mean those in an ethnic minority on a particular campus.

Table 4-5

High School Class Rank of Entering Freshmen in Selected Constituent Institutions of The University of North Carolina, Fall, 1975

Per Cent Distribution by Quintile	Comprehensive Universities					
	NCA&TSU	NCCU	ASU	ECU	UNC-C	WCU
Top Fifth	15%	15%	41%	36%	41%	21%
2nd Fifth	18	25	36	31	38	27
3rd Fifth	24	21	12	20	14	25
4th Fifth	9	15	2	5	2	14
Bottom Fifth	4	4	1	1	--	5
Not Available	30	20	8	7	5	8

Per Cent Distribution by Quintile	General Baccalaureate Universities						
	ECSU	FSU	PSU	UNC-A	UNC-W		WSSU
Top Fifth	13%	16%	24%	43%	29%	Top Fourth	23%
2nd Fifth	19	24	24	30	30	2nd Fourth	29
3rd Fifth	22	27	19	21	16	3rd Fourth	26
4th Fifth	21	20	11	5	6	Bottom Fourth	13
Bottom Fifth	13	7	3	1	1		
Not Available	12	6	19	--	18	Not Available	9

67.7 per cent of those in the historically white institutions come from the top two-fifths of their classes.

Among the general baccalaureate institutions, the three historically black institutions report 32 per cent and 40 per cent of the entering class in the top two-fifths of their high school graduating class and one reports 52 per cent in the top half. For the historically white institutions, the percentages coming from the top two-fifths are 43, 59, and 73.

It will be noted in Table 4-5 also that for a significant number (30 per cent in one instance) of freshmen there is no class rank information. This incompleteness limits the utility of the data. Generally, however, the data indicate that by the measure of high school class rank the 1975 freshmen in the traditionally white institutions had better preparation for college study than did the freshmen in the traditionally black institutions.

Differences in SAT scores are also quite substantial. The SAT is defined by the College Entrance Examination Board as "a measure of basic reasoning abilities in two areas: verbal and mathematical." The test is scored separately in each of these two areas and "is intended to

supplement the school record and other information about the student in assessing his competence for college work."[3]

Nationally, average combined SAT scores have declined steadily since 1962-63 when they were 980. In 1974-75 the average was 906 -- a decline of eight per cent. Comparatively, verbal scores have declined more rapidly than have mathematical scores (nine per cent as compared with six per cent).

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[3]The verbal section of the SAT currently contains 85 items, including antonyms, sentence completions, analogies, and reading comprehension items. The mathematical section consists of 60 items of two distinct types: general mathematical items common to other tests and quantitative comparison tests. In addition, there is now a 30-minute, 50-item multiple choice test of standard written English. It contains two item types: (1) usage item, and (2) sentence correction. The score from this test, however, is separate from standard SAT score. Within the test each block of items of a similar type is arranged in order of increasing complexity, although the average difficulty of each block is approximately equal to that of the test as a whole. That is, the difficult items are not the sentence completion ones and the easy ones the antonyms.

All items in the SAT are multiple choice, with either four or five choices. The test is "formula scored" (i.e., number right less one-fourth or one-third of the number wrong). There are numerous instructions throughout the test to aid test-takers in understanding the requirements of each section. As each new item type is introduced, a totally worked example is provided.

The booklet which a candidate receives contains an additional section used to equate different forms of the test or to pre-test items for future use in the SAT. This section is made an indistinguishable part of the test, but does not count toward the SAT score.

The purpose of the equating process is to insure that the score system would have the same meaning over time -- that is, that any given scaled score would represent the same level of ability regardless of the difficulty characteristics of the form of the test on which the score was based. The technique involves some statistical theory which is not necessary to develop or explain for purposes of this paper. It should be pointed out, however, that the process is imperfect and subject to changes and improvements over time, although attempts are made to adjust for differences in test difficulty between different administration and forms of the SAT.

Data are available for North Carolina test-takers only since 1971-72. Between 1971-72 and 1974-75, the national decline in average scores has been more pronounced than North Carolina's. This is shown in Table 4-6.

Table 4-6

SAT Score Averages, (Verbal, Math and Total) for U. S. and N. C. High School Seniors, 1971-72 through 1974-75

	Verbal		Math		Total	
	NC	US	NC	US	NC	US
1971-72	411	453	438	484	849	937
1972-73	408	445	439	481	847	926
1973-74	409	444	437	480	846	924
1974-75	399	434	428	472	827	906
% change	-2.9%	-4.2%	-2.3%	-2.5%	-2.6%	-3.3%

Whereas North Carolina's combined average score has declined from 849 to 827 (2.6%), the U. S. average score has decreased 3.3%, from 937 to 906.

For both North Carolina and the U. S., it should be noted, the verbal averages declined relatively more than the math averages. Nonetheless, North Carolina high school seniors continue to score nearly 100 average points below the national average, and the ratio of combined North Carolina average scores to U. S. combined average scores remains about .91.

It is well established empirically that test-takers from lower income families score significantly lower on the SAT than higher income test-takers, controlling for sex and race, (i.e., lower income, black males score lower than higher income, black males). To the degree that North Carolina's per capita income is lower than the national average, one might expect that its average SAT scores would therefore also be lower than the national

average. A corollary of this proposition, however, is that North Carolinians from high income backgrounds should average about the same as their national counterparts on the SAT. The data available to test this latter supposition suggest otherwise. Table 4-7 shows that North Carolina test-takers, even after controlling for income differences, have scores which average about 7 to 10 percentage points below the national averages.

Table 4-7

U. S. and N. C. SAT Average Scores by Parental Income, both Sexes, for 1974-75

Parental Income	SAT Average U.S.	SAT Average N.C.	Ratio NC/US
Under $6,000	393	350	.89
$6 - 8,999	422	389	.92
$9 - 11,999	442	415	.94
$12 - 14,999	454	424	.93
$15 - 19,999	464	436	.94
$20 - 29,999	479	450	.94
$30,000 or more	494	467	.95
Total	457	419	.92

Source: CEEB, College-Bound Seniors, 1974-75, Table 21. These are averages of the average SAT verbal and SAT mathematical.

For example, for test-takers from families earning more than $30,000, the North Carolina average is 467 and the national average is 494. A similar situation exists for other income groups and after controlling for sex and race. This evidence, therefore, tends to indicate that North Carolina's lower average SAT scores are not simply the result of a comparatively less affluent population.

Having noted these qualifying characteristics of the SAT scores, these scores nevertheless offer important comparable data about the academic preparation of students entering the institution as candidates for the baccalaureate degree.

It will be recalled that the 1974-75 average score of North Carolina high school seniors was 399 on the verbal test and 428 on the mathematical test. The percentage of 1975 entering freshmen scoring 400 or more on the verbal and mathematical tests respectively were:

	Verbal	Mathematical
NCA&TSU	19.3%	31.9%
NCCU	11.5	14.8
ASU	64.9	76.9
ECU	55.9	81.8
UNC-C	67.8	80.0
WCU	49.5	61.0
ECSU	5.0	5.7
FSU	4.0	8.8
WSSU	12.8	16.4
PSU	19.9	32.4
UNC-A	76.6	79.4
UNC-W	64.2	61.0

Average SAT scores for the 1975 entering freshmen were:

	Verbal	Mathematical	Combined
NCA&TSU	350	370	720
NCCU	339	360	699
ASU	426	458	884
ECU	418	452	870
UNC-C	457	489	946
WCU	400	425	825
ECSU	269	304	573
FSU	286	309	595
WSSU	316	341	657
PSU	342	376	718
UNC-A	461	467	928
UNC-W	429	459	888

The distribution of SAT scores of 1975 entering freshmen is shown in Table 4-8.

Rank in high school graduating class and SAT scores point to a considerable range in scholastic preparation and predicted academic performance in all of these institutions. Consistently, however, the entering class at the traditionally black institutions ranks lower by both indicators.

Table 4-8

Distribution of SAT Scores of Entering Freshmen in Selected Constituent Institutions of The University of North Carolina, Fall, 1975

Score Intervals	Comprehensive Universities						General Baccalaureate Universities						All Institutions
	NCA&TSU	NCCU	ASU	ECU	UNC-C	WCU	ECSU	FSU	WSSU	PSU	UNC-A	UNC-W	
Verbal													
750-800	-	-	-	-	2	-	-	-	-	-	-	-	15
700-749	-	-	4	3	12	-	-	-	-	-	1	-	110
650-699	2	-	8	9	9	7	-	-	1	1	6	7	332
600-649	6	-	38	41	24	14	1	-	-	1	14	15	722
550-599	3	3	75	94	57	46	1	-	1	3	15	26	1,302
500-549	24	6	202	239	138	92	2	2	7	15	41	59	2,279
450-499	50	23	357	447	184	181	5	2	15	29	46	129	3,045
400-449	138	77	501	608	222	321	18	17	36	54	44	145	3,499
350-399	289	152	361	539	196	313	33	36	80	90	34	125	2,856
300-349	349	247	181	317	38	221	89	101	136	112	12	67	2,080
250-299	161	167	55	68	3	85	151	142	121	85	3	15	1,090
200-249	85	26	11	22	4	28	205	138	73	50	-	3	654
Not Available	47	251	32	191	67	28	38	88	-	78	2	2	882
Total Students	1,154	952	1,825	2,578	956	1,336	543	526	470	518	218	593	18,867
Mean[a]	350	339	426	418	457	400	269	286	316	342	461	429	436
Mathematical													
750-800	-	-	-	1	2	-	-	-	-	-	2	1	80
700-749	1	-	4	9	9	6	-	-	-	-	1	4	273
650-699	2	-	16	19	17	5	-	-	-	2	4	6	591
600-649	5	-	71	70	65	24	1	-	-	1	11	20	1,220
550-599	17	4	134	187	94	66	-	-	1	14	20	46	1,952
500-549	37	15	343	399	188	147	5	-	9	23	41	109	2,920
450-499	98	39	437	576	219	237	11	3	16	48	42	143	3,157
400-449	208	83	399	549	170	329	14	24	51	80	51	124	2,814
350-399	247	226	268	406	103	299	63	61	127	96	27	92	2,302
300-349	304	243	103	140	18	151	171	144	164	111	13	41	1,664
250-299	127	79	15	28	3	44	196	154	95	48	4	5	812
200-249	61	12	3	3	1	-	44	52	7	17	-	-	200
Not Available	47	251	32	191	67	28	38	88	-	78	2	2	882
Total Students	1,154	952	1,825	2,578	956	1,336	543	526	470	518	218	593	18,867
Mean[a]	370	360	458	452	489	425	304	309	341	376	467	459	470

[a]Computed by institutions from individual scores.

C. Student Financial Aid

The traditionally black institutions in North Carolina have historically served a student clientele most of whom, in comparison with conventional national norms, have been educationally and economically disadvantaged.

This fact underscores the importance of student financial aid resources in providing access to higher education for black students and, perforce, in the overall enrollment patterns in the historically black constituent institutions.

1. Extent of Aid and Number of Students Aided

The extent of these resources, and the numbers of students aided in the five traditionally black institutions, and in their counterpart traditionally white institutions, are comprehensively reported in data compiled for the Office for Civil Rights. The data are for fiscal 1974-75 and are summarized in Table 4-9. It shows that black students received 95.3 per cent of all financial aid in the two historically black comprehensive universities, where they accounted for 92 per cent of enrollments in the fall of 1974; and they received 7.4 per cent of the aid at the counterpart historically white institutions where they accounted for 3.6 per cent of the enrollment. In the baccalaureate institutions, black students received 96.7 per cent of the aid and accounted for 94 per cent of the enrollment in the traditionally black institutions; and in the traditionally white institutions, where they were 4.3 per cent of enrollment, they received 9.6 per cent of the financial aid dollars. For the twelve institutions combined, there were 11,564 unduplicated recipients of aid who were black, or 78.6 per cent of reported fall 1974, enrollment of black students; and there were 16,935 unduplicated other recipients of aid, or 45.1 per cent of other student enrollment.

Table 4-9

Student Financial Aid in Selected Constituent Institutions of The University of North Carolina, 1974-75

Institution	Awards and Loans[a] No. of Unduplicated Recipients			Amount of Dollars		
	Black	Other	Total	Black	Other	Total
Comprehensive Universities						
NCA&TSU	2,315	60	2,375	$2,971,001	$ 29,016	$ 3,000,017
NCCU	3,710	99	3,809	3,951,941	308,606	4,260,547
ASU	151	4,465	4,616	294,292	5,240,060	5,534,352
ECU	429	4,877	5,306	788,206	6,140,432	6,928,638
UNC-C	210	1,852	2,062	249,591	2,961,053	3,210,644
WCU	104	2,874	2,978	171,747	4,449,050	4,620,797
General Baccalaureate Universities						
ECSU	1,043	64	1,107	1,629,606	121,467	1,751,073
FSU	1,689	26	1,715	2,361,470	44,534	2,406,004
WSSU	1,687	24	1,711	2,081,596	37,898	2,119,494
PSU	95	975	1,070	156,574	1,325,654	1,482,228
UNC-A	40	536	576	73,653	724,800	798,453
UNC-W	91	1,083	1,174	127,088	1,326,595	1,453,683

[a]Aid awards and loans include grants, loans repayable by cash and/or service, scholarships, and student employment.

2. State Appropriations for Student Aid

As noted earlier, the preponderance of these student aid resources are provided from non-State sources. State appropriations for student aid in The University of North Carolina are limited to the following:

a. Non-service scholarships: An appropriation of $19.00 is made to each of the twelve institutions discussed in this study for each budgeted full-time equivalent North Carolina student, to be used by the student aid office in providing assistance to needy students.[1]

b. College Work-Study: North Carolina appropriates funds each year sufficient to match federal funds available for College Work-Study in each of the constituent institutions.

c. Minority Presence Scholarships: For 1975-76 and 1976-77 the General Assembly has provided $300,000 each year to the Board of Governors for an experimental minority presence scholarship program. The funds are allocated to each institution in uniform proportion to its increase in minority presence enrollment for a given year as projected in the State Plan.

d. North Carolina Student Incentive Grants: This program is administered through the State Education Assistance Authority. It was begun in 1975-76 with an appropriation of $500,000, scheduled to be increased to $650,000 in 1976-77. The funds are matched by federal funds, and are available on the basis of need, first come - first served, to students in the University institutions, community colleges, private colleges and universities, and proprietary institutions.

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[1]Appropriations to UNC-Chapel Hill and UNC-Greensboro are $5.50 per FTE and $8.50 per FTE to NCSU-R.

D. Conclusion

1. Enrollments have increased substantially in all of these twelve institutions since 1969. The highest rate of growth has been at The University of North Carolina at Charlotte and The University of North Carolina at Wilmington. Excepting these two institutions, the traditionally black institutions have grown at a higher rate than have the traditionally white institutions. For the period through 1980-81, the long-range plan projects an increase (in budgeted FTEs) of 25.2 per cent in the five historically black institutions and 23.6 per cent in their counterpart historically white institutions.

2. Enrollments reflect the marked racial identifiability of the institutions. Black students in the fall of 1975 comprised 92.5 per cent of the enrollment at the five traditionally black institutions and 4.9 per cent in the traditionally white comprehensive and baccalaureate institutions.

3. Undergraduate students enrolled as entering freshmen at the historically white institutions average significantly higher in rank in class in high school and on the SAT verbal and SAT mathematics tests than do the freshmen enrolling in the counterpart historically black institutions.

4. Consistent with data that show black citizens having lower personal income than whites, black students in both traditionally black and traditionally white institutions receive a larger than proportionate share of student financial aid. There is no evidence of discrimination against black students or traditionally black institutions in student financial aid programs.

CHAPTER FIVE

FACULTY AND ADMINISTRATION

A. Faculty

1. Complement

The basic complement of State-supported teaching positions in the constituent institutions of The University of North Carolina is measured by the student-faculty ratio -- i.e., the ratio of budgeted full-time equivalent students to budgeted full-time teaching positions. These ratios historically have been more a derivative of budgetary decisions than a basis for such decisions by the Governor, the Advisory Budget Commission, and the General Assembly. In 1971, prior to the reorganization of higher education, the General Assembly took budgetary actions that significantly altered these ratios. For those institutions offering programs through the doctoral level, a ratio of 14.5:1 was used as the basis for appropriations for continuing operations (basically this was what was then designated the "A" budget). For all other institutions a ratio of 16:1 was used, excepting Health Affairs at The University of North Carolina at Chapel Hill, the medical education program at East Carolina University, and The North Carolina School of the Arts. This legislative action resulted in a net loss of 186 full-time teaching positions in the 16 constituent institutions.

The Board of Governors has worked within this framework of ratios in its budget allocations since 1973. Institutional ratios have been altered by the Board of Governors by the allocation of teaching positions not related to enrollment growth only for such purposes as clinical instruction in health professional degree programs or to initiate new

degree programs. The current budgeted ratios are depicted in Table 5-1. These reveal no pattern of discrimination to the detriment of the traditionally black institutions. Actual estimated ratios for 1975-76 are given in parentheses in Table 5-1 also, reflecting the changes in ratios brought about by the estimated over-enrollment in the year, resulting from rising application rates and institutional actions.

Table 5-1

Budgeted Student-Faculty Ratios in Selected Constituent Institutions of The University of North Carolina, 1975-76

Institution	Student-Faculty Ratio
Comprehensive Universities	
N.C. A&TSU	15.6-1(17.1-1)[b]
NCCU[a]	16.0-1(17.7-1)
ASU	16.0-1(17.0-1)
ECU	15.3-1(16.0-1)
UNC-C	15.7-1(16.3-1)
WCU	15.8-1(17.0-1)
General Baccalaureate Universities	
ECSU	15.9-1(20.7-1)
FSU	15.7-1(17.1-1)
WSSU	15.4-1(16.3-1)
PSU	16.0-1(18.4-1)
UNC-A	15.7-1(18.0-1)
UNC-W	15.8-1(16.6-1)

[a] The reported 16:1 ratio does not include new faculty positions allocated to NCCU in 1975-76 to strengthen its Law School.

[b] Figures in parentheses are the ratios estimated to be the result of institutional over-enrollment in Academic Year 1975-76.

Source: University Certified Budgets for fiscal year 1975-76.

2. Faculty Qualifications

One basic measurement of the strength of the faculty of an institution is the highest earned degrees of its members. Degree qualifications of instructional faculty[1] in 1975-76 in the comprehensive and general baccalaureate universities are shown in Table 5-2.

Another description of the faculty member's degree qualifications is given in Table 5-3. The table shows the percentage of instructional faculty holding the doctorate or first professional degree in academic program areas. "Arts and Sciences" includes the humanities, the fine arts, the social sciences, mathematics, and the natural sciences. "Professional" fields are designated in the table.

In the traditionally black comprehensive universities, the proportion of faculty holding the doctorate in the arts and sciences programs is 46.5 per cent, compared to 70.5 per cent in the traditionally white comprehensive universities. Among the baccalaureate institutions, proportions are 46.1 per cent for the three historically black institutions and 61.1 for the three historically white institutions.

Two professional fields are in the curriculum of all of the 12 institutions whose faculties are reflected in these data: Business and Management and Education. In Business and Management at the traditionally black comprehensive universities 26 per cent of their faculty hold the doctorate or first professional degree, and for the four traditionally

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[1]The designation "instructional faculty" when used in this study is not synonymous with State-funded teaching positions, but includes, pursuant to OCR reporting requirements, all persons teaching full-time plus administrative personnel having academic rank who were engaged half-time or more in teaching and research.

Table 5-2

Highest Earned Degree of Instructional Faculty[a] at Selected Constituent Institutions of The University of North Carolina by Percentage Distribution, Fall, 1975

Institution	Doctorate	First Professional	Master's	Baccalaureate	Other
Comprehensive Universities					
NCA&TSU	36.8%	1.6%	51.0%	9.0%	1.6%
NCCU	30.0	3.9	64.6	1.5	-
ASU	64.8	0.7	32.4	2.1	-
ECU[b]	46.7	-	44.9	8.0	0.4
UNC-C	61.5	1.7	32.1	3.7	1.0
WCU	58.9	-	36.8	3.1	1.2
General Baccalaureate Universities					
ECSU	22.2	-	70.4	6.2	1.2
FSU	30.8	0.8	64.6	3.0	0.8
WSSU	36.1	-	54.6	9.3	-
PSU	46.8	-	50.5	2.7	-
UNC-A	73.0	1.6	20.6	4.8	-
UNC-W	49.7	0.6	42.7	6.4	0.6

[a] Data used herein on "Instructional faculty" are not synonymous with State-funded teaching positions, but include, pursuant to OCR reporting requirements, all persons teaching full-time plus administrative personnel having academic rank who were engaged half-time or more in teaching and research.

[b] Excludes School of Medicine.

Table 5-3

Percentage of Full-Time[a] Faculty of Selected Constituent Institutions of The University of North Carolina Holding Doctorate or First Professional Degree, Fall, 1975

INSTITUTION	Comprehensive Universities						Baccalaureate Universities					
	NCA&TSU	NCCU	ASU	ECU	UNC-C	WCU	ECSU	FSU	WSSU	PSU	UNC-A	UNC-W
Arts and Sciences	51.0%	42.0%	80.0%	58.0%	75.0%	69.0%	42.0%	44.1%	52.2%	47.7%	76.9%	58.7%
Professional												
Business and Mgmt.	36.8	15.8	69.0	45.2	60.0	51.5	25.0	15.4	33.3	20.0	100.0	36.4
Health Professions[b]	0.0	0.0	-	28.9	9.0	8.3	-	-	0.0	-	-	0.0
Engineering	44.4	-	-	-	53.8		-	-	-	-	-	-
Education	32.7	46.5	56.6	60.5	61.8	61.3	20.0	23.5	16.7	61.5	60.0	35.3
Agriculture	40.0	-	-	-	-	-	-	-	-	-	-	-
Law	-	100.0	-	-	-	-	-	-	-	-	-	-
Library Science	-	0.0	-	50.0	-	-	-	-	-	-	-	-
Home Economics	40.0	40.0	28.6	40.0	-	50.0	-	-	-	12.5	-	-
Public Affairs	50.0	-	-	-	50.0	-	-	-	-	-	-	-
Other	-	-	-	-	10.0	-	-	-	-	-	-	-

[a]"Faculty" in this table refers to full-time faculty employed at least one-half time in Budget Purpose 104-1121, (Instruction and Departmental Research).

[b]Includes only Nursing except at ECU. Medical faculty is not included in ECU data.

white comprehensive universities the proportion is 56. In Education, 40 per cent of the faculty in the traditionally black institutions and 60 per cent in the traditionally white institutions hold the doctorate. For the general baccalaureate campuses, the percentages of Business and Management faculty holding the doctorate or first professional are 25 for the traditionally black institutions and 66 per cent for the traditionally white institutions, and in Education the percentages are 20 per cent and 52 per cent, respectively.

3. Recent Faculty Recruiting

Clearly, the best alternative available to affect these proportions positively is to use opportunities to hire new faculty as a means to procure faculty with the doctorate or first professional degree. However, recent faculty recruiting, as indicated in personnel data provided by the institutions, indicates only limited progress in this area over the last three years, as the following table shows:

Table 5-4

New Faculty Appointments in Selected Constituent Institutions of The University of North Carolina 1973-1974-1975

Institution	Number of New Appointments	New Faculty Appointees Having Doctorate and First Professional Degrees		Per Cent of All Faculty with Doctorate and First Professional Degrees, Fall, 1975
		Number	Percentage	
ECSU	24	7	29.2	22.2
FSU	48	21	43.8	30.8
NCA&TSU	77	36	46.8	36.8
NCCU	42	18	42.9	30.0
WSSU	25	7	28.0	36.1

Similar data for six[2] of the seven counterpart traditionally white institutions are as follows:

[2] WCU has not yet provided data on length of service at that institution.

Table 5-5

New Faculty Appointments in Selected Constituent Institutions of The University of North Carolina 1973-1974-1975

Institution	Number of New Appointments	New Faculty Appointees Having Doctorate and First Professional Degrees		Per Cent of All Faculty with Doctorate and First Professional Degrees, Fall, 1975
		Number	Percentage	
ASU	124	73	58.9	64.8
ECU(AA)	101	51	50.5	46.7
PSU	25	16	64.0	46.8
UNC-A	12	7	58.3	73.0
UNC-C	143	72	50.3	61.5
UNC-W	42	15	35.7	49.7

In evaluating these data, it should be noted that the column headed "Per Cent of All Faculty with Doctorate and First Professional Degrees, Fall 1975" includes those persons hired in 1973-1974-1975, so the effect of hiring practices for those years is incorporated therein. Secondly, it should be acknowledged that many institutions continue to follow the common practice of hiring young faculty who have completed their doctoral studies, except for the dissertation, and thus have not been awarded their doctoral degrees when they commence employment. Finally, it should be recognized that there are some academic fields (e.g., Nursing, Fine Arts) where the appropriate terminal degree is not the doctorate or first professional.

These circumstances would affect both the traditionally black and the traditionally white institutions. It should be noted regarding the traditionally black institutions that while in every instance except Winston-Salem State University the proportion of faculty appointed during

this three-year period who have the doctorate or first professional degree is higher than the institutional average, it is also true that in every instance but one the proportion is still lower than the institutional average in any of the counterpart traditionally white institutions. Moreover, the differential between the maximum institutional average in any of the traditionally black institutions and the minimum in any of the traditionally white institutions remains at approximately 10 per cent.

Faculty appointments are matters delegated substantially to the institutions. The Code and Board of Governors' regulations require approval of faculty appointments, reappointments, or promotions by the President and the Board of Governors only when, under the approved regulations of the institution, the effect of the action is to confer permanent tenure. Thus, the final action on the great majority of faculty personnel matters is at the institutional level.

These data appear to relate to another characteristic of the faculties of the traditionally black institutions -- i.e., the proportions at the rank of instructor rather than in the professorial ranks. Of all faculty paid from budget purpose 104-1121 (instruction and departmental research), instructors comprise 26 per cent of faculty in the two traditionally black comprehensive universities, while in the four traditionally white comprehensive institutions the average is 12 per cent. In the baccalaureate institutions, instructors comprise on the average 32 per cent of the faculty in the traditionally black institutions and 12 per cent in the traditionally white institutions. The traditionally black institutions thus commit a larger proportion of faculty positions

to persons that are not deemed qualified for professorial rank. Individual institutions have to deal with particular kinds of competitive situations in faculty recruitment (e.g., in competing for law school faculty). However, salary differentials or differences in student-faculty ratios do not adequately account for the relative proportions of persons at the instructor rank.

Degree qualifications data may be compared also with racial composition of the faculties of the institutions. As reported in accordance with OCR requirements and definitions in the fall of 1975, percentages of the faculties who are black are shown in Table 5-6.

Table 5-7 gives the racial composition of faculty hired over the last three-year period (through the fall of 1975) in the five traditionally black institutions.

Relative to the traditionally white institutions, these tables clearly show a substantially higher level of racial integration in the faculties of the traditionally black institutions. Recent hirings by the five institutions support this higher level of integration (58 per cent black and 42 per cent "other"). Of these recent faculty appointments, 43 per cent of those with the doctorate or first professional degrees and 68 per cent of those with other degrees are black.

Table 5-6

Racial Composition of Faculties at Selected
Constituent Institutions of The University of North Carolina
Fall, 1975

Institution	Per Cent Black	Per Cent Other
Comprehensive Universities		
NCA&TSU	71.3%	28.7%
NCCU	65.6	34.4
ASU	1.4	98.6
ECU	2.3	97.7
UNC-C	4.0	96.0
WCU	0.8	99.2
General Baccalaureate Universities		
ECSU	66.2	33.8
FSU	53.1	46.9
WSSU	65.8	34.2
PSU	0.9	99.1
UNC-A	0.0	100.0
UNC-W	0.7	99.3

Table 5-7

Faculty Appointments in Selected Constituent Institutions of The University of North Carolina 1973, 1974, 1975

Institution	Degree Held: Doctorate/First Professional	Degree Held: Other	Totals
ECSU			
Black	6	11	17
Other	1	6	7
			24
FSU			
Black	9	15	24
Other	12	12	24
			48
NCA&TSU			
Black	11	28	39
Other	25	13	38
			77
NCCU			
Black	9	20	29
Other	9	4	13
			42
WSSU			
Black	3	13	16
Other	4	5	9
			25
		Black	125
		Other	91

4. Faculty Salaries

Overall State support of faculty salaries in each institution can be measured by the level of State appropriations for each budgeted full-time teaching position in budget purpose 104-1121 -- instruction and departmental research. To provide a greater level of salary support that would enable institutions to recruit and retain more qualified faculty, the Board of Governors received special faculty upgrading appropriations of $200,000 in fiscal year 1973-74 and again in 1974-75. These funds were in addition to merit salary increase appropriations of 7.5 per cent and 5 per cent in those years.

These upgrading funds were utilized by the Board to establish higher common "floors" for salary support of teaching positions in the lower ranking comprehensive universities and general baccalaureate institutions. Allocations were made to all of the five traditionally black institutions.

Table 5-8 shows the total allocation upgrading funds made to institutions and the resulting level of State-appropriated support per teaching position as of September, 1974. The two traditionally black comprehensive universities and one traditionally white comprehensive university were brought to a common level, although that level is still exceeded by the other three traditionally white comprehensive universities. The three historically black baccalaureate institutions and two of the three historically white baccalaureate institutions were brought to a common level, while one historically white institution remains higher than these five.

Salary increase appropriations for faculty and other academic personnel in 1975-76 were slightly less than 1 per cent. None of the

Table 5-8

Total Allocation of Special Faculty Upgrading Funds 1973-74 and 1974-75, and State-Appropriated Funds Per Full-Time Teaching Position, September, 1974

Institution	Total Allocation of Special Faculty Up-Grading Funds, 1973-74, 1974-75[a]	State-Appropriated Funds Per Full-Time Teaching Positions As of September, 1974
Comprehensive Universities		
NCA&TSU	$92,048	$14,500
NCCU	64,187	14,500
ASU	0	14,946
ECU[b]	0	14,656
UNC-C	0	14,802
WCU	37,583	14,500
General Baccalaureate Universities		
ECSU	23,756	14,150
FSU	44,540	14,150
WSSU	43,939	14,150
PSU	31,085	14,150
UNC-A	0	14,877
UNC-W	51,761	14,150

[a]Not shown on the table are allocations of $11,101 to North Carolina School of the Arts.

[b]Excludes the School of Medicine.

institutions, therefore, has received any significant augmentation of faculty salary resources since fiscal 1974-75.

Average faculty salaries in 1975-76 from State funds are presented by institution and by rank in Table 5-9.

Table 5-9

Average Faculty Salary by Rank from State Funds in Selected Constituent Institutions of The University of North Carolina, 1975-76[a]

Institution	9-Month Contract				12-Month Contract			
	Professor	Associate Professor	Assistant Professor	Instructor	Professor	Associate Professor	Assistant Professor	Instructor
Comprehensive Universities								
NCA&TSU	$18,082	$15,749	$12,638	$10,718	$22,424	$18,603	$16,805	$14,689
NCCU	19,391	15,964	13,019	11,114	X	X	X	-
ASU	18,204	14,662	13,003	10,656	22,055	17,393	14,500	13,270
ECU[b]	19,029	15,882	13,432	10,305	X	X	16,283	-
UNC-C	18,698	15,549	13,323	11,114	25,707	21,079	16,185	13,566
WCU	18,264	15,350	12,997	8,828	17,928	X	15,934	-
General Baccalaureate Universities								
ECSU	17,191	14,274	12,265	10,744	-	19,604	8,732	X
FSU	18,192	15,472	12,753	10,264	X	19,675	15,488	15,079
WSSU	16,891	14,798	12,663	9,442	18,752	16,719	X	-
PSU	17,599	14,955	12,447	9,807	-	-	-	-
UNC-A	19,621	15,993	13,492	10,433	-	X	-	-
UNC-W	18,807	15,158	12,941	11,190	X	X	X	X

[a]An "X" indicates that positions exist in the category which could be possibly identified with individuals, and a dash indicates no appointments in a category. Individuals under 12 months contract, as distinguished from the normal 9 months faculty contract, generally have some administrative responsibility but also have faculty rank and are paid on a prorated basis from teaching position funds.

[b]Averages for ECU exclude the School of Medicine.

B. Administrative Salaries

The Board of Governors is charged by statute with appointing and fixing the compensation of "senior academic and administrative officers." The Board has defined this group of officers to include all persons at the rank of dean, or its equivalent, or higher. Appointments and determination of compensation of other administrative officers are functions delegated to the institutions, subject to general policies that may be established by the Board of Governors.

The salaries of "senior academic and administrative officers" are recommended initially by the chancellor of the institution to the President. The President then makes his recommendation to the Board of Governors. Salaries of the chancellors are established by the Board of Governors upon recommendation of the President. In these, as in all other personnel areas, the President's recommendations must be first reviewed and acted upon by the Board's Committee on Personnel and Tenure.

Prior to July 1, 1972, the authority to establish the salaries of these officers was dispersed among the Governor and the Advisory Budget Commission, the Executive Committee of the Board of Trustees of the six-campus Consolidated University of North Carolina, and the boards of trustees of the nine regional universities and of the School of the Arts. A varied salary structure was the result.

Accordingly, in 1973, the Board of Governors called upon the President to make a comprehensive study of senior administrative salaries and to make policy recommendations to the Board of Governors. To make such a study the President contracted with a private management consulting firm which specialized in the area of personnel and compensation and which worked extensively in higher education.

The scope of the consultants' study was defined to include approximately 100 positions, which included all institutional officers who reported directly to the Chancellor. The positions were grouped into "job families" as follows: the Chancellors, the chief academic officers, the chief finance officers, chief student affairs officers, and other positions at the rank of vice chancellor or its equivalent. The positions were analyzed in terms of necessary qualifications for holding the position, the range of problem-solving required by the position, and the range of accountability. Each incumbent completed a detailed questionnaire and was then interviewed. The questionnaires were then reviewed with the appropriate Chancellors and with the President. Comparative data on other multi-campus state university systems were also gathered and analyzed by the consultants making the study.

In September, 1973, the recommendations of the consultants were submitted to and approved by the Board of Governors. This action established salary ranges (a minimum and maximum) for each position. These ranges are reviewed biennially by the consultants, and recommended adjustments in the ranges are submitted to the President and the Board of Governors.[3]

The senior administrative officers' salaries are thus established on the basis of a review and study of each position and of its particular responsibilities in the administrative structure of an institution. No black-white pattern results.

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[3]In the spring of 1975, the President and the Board of Governors did not approve recommended upward adjustments in the salary ranges because of the fact that virtually no new salary increase funds had been appropriated by the General Assembly.

Among the comprehensive universities, the groupings of senior administrative positions by identical salary ranges are as indicated in Table 5-10.

Table 5-10

Groupings of Administrative Positions by Salary Ranges For Chancellors, Chief Academic Officers, Chief Finance Officers, and Chief Student Affairs Officers, by Institution[a]

Comprehensive Universities		General Baccalaureate Universities	
Chancellor	ECU, UNC-C	Chancellor	FSU, UNC-W
	ASU, NCA&TSU, NCCU, WCU		ECSU, PSU, UNC-A, WSSU
Chief Academic Officer	ASU, ECU, UNC-C	Chief Academic Officer	FSU, UNC-W
	NCA&TSU, NCCU, WCU		ECSU, PSU, UNC-A, WSSU
Chief Finance Officer	ASU, ECU, UNC-C	Chief Finance Officer	UNC-W
	NCA&TSU, NCCU		ECSU, FSU, PSU, UNC-A, WSSU
	WCU		
Chief Student Affairs Officer	ASU, ECU, UNC-C, WCU	Chief Student Affairs Officer	FSU, PSU, UNC-W, WSSU
	NCA&TSU, NCCU		ECSU, UNC-A

[a]Salary ranges are identical within each bracketed group for a given administrative position.

C. Conclusion

No discrimination adverse to the traditionally black institutions is shown in the allocation of teaching positions, in faculty salaries, or in administrative salaries. By the measure of highest earned degree, the qualifications of faculty at the traditionally black institutions tend quite consistently to be lower than at the counterpart traditionally white institutions. This important difference apparently results in part from the fact that blacks have historically been afforded only limited opportunity for advanced graduate and professional study, although the historically black institutions have tended and continue to employ a larger proportion of black faculty members, and that in recent years the historically black institutions have lost some of their more highly qualified faculty as historically white institutions have made energetic recruiting efforts for minority faculty. This market situation is reflected in the fact that in all of the institutions salaries of black faculty members tend quite consistently to be higher than for white faculty members of comparable qualifications and rank. It is clear that strengthening the faculties of the traditionally black institutions is a priority task in strengthening those institutions as comprehensive and general baccalaureate universities and that such strengthening requires measures other than simple increases in salary scales.

CHAPTER SIX

ACADEMIC PROGRAMS

A. Overview

This chapter follows the definitions and program classifications system established by the Board of Governors in the long-range plan.[1] The chapter will review the extensiveness of academic program offerings in the historically black institutions and in the comparable historically white institutions. The comparison is for the purpose of determining whether the program offerings at the traditionally black institutions, when compared with those of their traditionally white counterparts, are relatively limited to an extent that the limitations constitute a deficiency. The chapter also will compare the number of program graduates by discipline division between the two sets of institutions. Finally, the chapter will apply some qualitative measures to make some assessments of the effectiveness of programs.

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[1] Long-Range Planning, 1976-1981 (Chapel Hill: The University of North Carolina Board of Governors, April, 1976).

B. Definitions

1. Degree Levels

Academic degree programs in the 16 constituent institutions of The University of North Carolina are offered at the following levels:

Bachelor's degree, usually requiring four years of study beyond high school;

Master's degree, usually requiring one to two years of study beyond the bachelor's (although in some professional fields the master's is taken only after completion of the first professional degree);

Intermediate or specialist degree and certificate, which are professional programs designed for school teachers and administrators, usually requiring one year of study beyond the master's;

First professional degree in law, dentistry, and medicine (J.D., D.D.S., and M.D., respectively), usually requiring a bachelor's degree for admission to the program and then requiring three or four years of advanced professional study and training; and

Doctoral degree (the Ph.D., Ed.D., and Dr.P.H.), for which the bachelor's degree and often the master's will be a prerequisite; it usually requires three or four years of study beyond the bachelor's.

One institution, The North Carolina School of the Arts, in addition to its programs leading to the bachelor's degree, also offers instruction at the secondary level and is authorized to award the high school diploma. Six institutions currently also offer a selected number of specialized programs of a technical nature that require up to two years to complete and for which a certificate or associate degree is awarded.

2. Degree Program Classification

In the designation of particular degree programs (or "majors") within these standard degree levels, institutions often differ in their nomenclature. To accommodate this diversity, and at the same time to have standard definitions necessary for reporting and planning purposes, The University utilizes, with some necessary modifications, the program classification system used by the U.S. Office of Education in its Higher Education General Information Survey (HEGIS)[2]. This HEGIS classification system (or "taxonomy" as its authors refer to it) is in common usage in various reports that all institutions of higher education routinely must prepare. Its use, therefore, permits the development of standard definitions across institutions. Further, since it is the system that must be used in the preparation of reports required by various federal agencies, its use in instructional program planning in The University will eliminate any need to maintain duplicative reporting systems with the attendant burden of such an arrangement.

The HEGIS system classifies all programs of study first into 24 major Discipline Divisions. They are:

1. Agriculture and Natural Resources
2. Architecture and Environmental Design
3. Area Studies
4. Biological Sciences
5. Business and Management
6. Communications
7. Computer and Information Sciences
8. Education
9. Engineering
10. Fine and Applied Arts
11. Foreign Languages
12. Health Professions
13. Home Economics
14. Law
15. Letters
16. Library Science
17. Mathematics
18. Military Sciences
19. Physical Sciences
20. Psychology
21. Public Affairs and Services
22. Social Sciences
23. Theology
24. Interdisciplinary Studies

[2]Robert A. Huff and Marjorie O. Chandler, A Taxonomy of Instructional Programs in Higher Education (Washington: U.S. Office of Education and National Center for Educational Statistics, 1970).

These main discipline divisions (or major "academic subdivisions of knowledge and training") are then further divided into "discipline specialties." The Discipline Division of Biological Sciences consists of such "specialties" as "Botany," "Bacteriology," "Zoology," and "Anatomy,"; while "English Literature," "Classics," and "Philosophy" are among the discipline specialties in the Discipline Division Letters.

There are differences in detail with which this classification system refines some of the "discipline specialties." Under Physical Sciences there are six subdivision specialties for the discipline specialty of Chemistry -- viz., "Chemistry, General," "Inorganic Chemistry," "Organic Chemistry," Physical Chemistry," "Analytical Chemistry," and "Pharmaceutical Chemistry." Under Biological Sciences one finds "Biochemistry." Under Social Sciences, however, the discipline specialties Sociology, Economics, and History, are not further refined into any designated subdivision specialties.

It has been necessary to adapt and modify this classification scheme in a number of particulars -- a practice that the "taxonomy" is designed to accommodate. With adaptations and modification, all currently authorized degree program activity at each of the 16 constituent institutions has been classified in accordance with this HEGIS system. Therefore, there is consistency in program definitions across the discipline specialties and discipline divisions, and in the specification of all existing degree programs within these classifications.

C. Extensiveness of Instructional Programs

1. Limitations on Extensiveness Criteria

The 24 discipline divisions were used as the basis for structuring the tables which follow. The number of discipline divisions in which degree programs are offered on a given campus provides one measure of the extensiveness of its instructional program. Yet there is a cautionary note to be entered here. There is in this statistical comparison the implication that equality in distribution of degree programs as between and among comparable institutions is the ideal, and that any differences in such numbers implies invidious discrimination at work. That implication is erroneous. The measure of the number of discipline divisions in which discipline specialties are offered, or even of degree programs, is limited in meaning. In an institution which, moreover, must meet the needs of large numbers and proportions of students who are not well prepared for college work, there may be distinct advantages in a concentrated, less diversified curriculum which will allow more intensified staffing of the programs that are offered.

2. Extensiveness of Programs

Tables 6-1 through 6-3 also report for each campus the number of discipline specialties in which degree programs are available in each discipline division. While they are also a measure of the extensiveness of curricular offerings, the discipline specialty data must be viewed with more care than the discipline division information. If a campus has a large faculty and enrollment in a given discipline division, additional specialties closely related to those already offered can often be added with few additional resources (e.g., Education at Appalachian and Western Carolina). The same is true of Interdisciplinary Studies specialties which utilize the resources of two specialty faculties already on the campus (e.g., The University of North Carolina at Asheville). In fact, the program review and approval policies of The University include expedited procedures for initiating such programs. In addition to those programs shown in the tables, one traditionally black comprehensive university (North Carolina Central University) offers the first professional degree in law, and one traditionally white institution (East Carolina University) is authorized to offer the first professional degree in medicine.

Table 6-1

Bachelor's Degree Program Offerings by Discipline Division at Comprehensive Universities of The University of North Carolina, With Number of Specialties Indicated for Each Discipline Division 1975-76

Discipline Division	NCA&TSU	NCCU	ASU	ECU	UNC-C	WCU
Agriculture and Natural Resources	6	-	-	-	-	-
Architecture and Environmental Design	-	-	1	1	1	-
Area Studies	-	-	-	-	-	-
Biological Sciences	1	1	1	2	1	1
Business and Management	4	3	8	2	2	7
Communications	-	-	-	-	-	-
Computer & Information Sciences	-	-	1	1	-	1
Education	7	6	14	9	3	13
Engineering	6	-	-	-	4	-
Fine and Applied Arts	4	3	5	8	4	3
Foreign Languages	1	3	2	3	3	3
Health Professions	1	1	3	8	2	4
Home Economics	4	3	4	1	-	1
Law	-	1	-	-	-	-
Letters	2	2	3	2	4	1
Library Science	-	-	1	1	-	-
Mathematics	1	1	2	1	1	1
Military Sciences	-	-	-	-	-	-
Physical Sciences	2	2	4	4	3	5
Psychology	1	1	2	1	1	1
Public Affairs and Services	2	1	1	3	2	3
Social Sciences	4	6	7	5	5	7
Theology	-	-	-	-	-	-
Interdisciplinary Studies	1	-	2	1	-	1
Total Discipline Divisions	16	14	17	17	14	15
Total Discipline Specialties	47	34	61	53	36	52

Table 6-2

Bachelor's Degree Program Offerings by Discipline Division at General Baccalaureate Universities of The University of North Carolina With Number of Specialties Indicated for Each Discipline Division 1975-76

Discipline Division	ECSU	FSU	WSSU	PSU	UNC-A	UNC-W
Agriculture and Natural Resources	-	-	-	-	-	-
Architecture and Environmental Design	-	-	-	-	-	-
Area Studies	-	-	-	-	-	-
Biological Sciences	1	1	1	1	1	2
Business and Management	1	1	2	1	1	4
Communications	-	-	-	-	-	-
Computer and Information Sciences	-	-	-	-	-	1
Education	6	4	5	6	3	4
Engineering	-	-	-	-	-	-
Fine and Applied Arts	-	1	1	2	2	1
Foreign Languages	-	1	-	2	4	2
Health Professions	-	1	2	1	-	1
Home Economics	-	-	-	1	-	-
Law	-	-	-	-	-	-
Letters	1	1	1	2	5	2
Library Science	-	-	-	-	-	-
Mathematics	1	1	1	1	1	1
Military Sciences	-	-	-	-	-	-
Physical Sciences	2	1	-	1	2	4
Psychology	-	1	1	1	1	1
Public Affairs and Services	1	-	-	-	-	-
Social Sciences	4	5	5	4	8	5
Theology	-	-	-	-	-	-
Interdisciplinary Studies	-	-	1	1	3	1
Total Discipline Division	8	11	10	13	11	13
Total Discipline Specialties	17	18	20	24	31	29

Table 6-3

Master's Degree Program Offerings by Discipline Division at Comprehensive Universities of The University of North Carolina, With Number of Specialties Indicated for Each Discipline Division 1975-76

Discipline Division	NCA&TSU	NCCU	ASU	ECU	UNC-C	WCU
Agriculture and Natural Resources	1	-	-	-	-	-
Architecture and Environmental Design	-	-	-	-	-	-
Area Studies	-	-	-	-	-	-
Biological Sciences	1	1	1	1	1	1
Business and Management	-	1	1	1	1	1
Communications	-	-	-	-	-	-
Computer and Information Sciences	-	-	-	-	-	-
Education	13	11	13	12	4	15
Engineering	1	-	-	-	-	-
Fine and Applied Arts	-	1	-	2	-	-
Foreign Languages	1	1	2	-	-	-
Health Professions	-	1	1	2	-	-
Home Economics	1	1	-	2	-	-
Law	-	-	-	-	-	-
Letters	1	1	1	1	1	1
Library Science	-	1	1	1	-	-
Mathematics	1	1	1	1	1	1
Military Sciences	-	-	-	-	-	-
Physical Sciences	1	1	1	3	1	2
Psychology	-	1	2	3	-	3
Public Affairs and Services	-	-	-	1	-	-
Social Sciences	2	2	5	4	2	3
Theology	-	-	-	-	-	-
Interdisciplinary Studies	-	-	-	-	-	-
Total Discipline Divisions	10	13	11	13	7	8
Total Discipline Specialties	23	24	29	34	11	27

D. Distribution of Degrees

The distribution of degrees conferred in 1974-75 across discipline divisions by the historically black and historically white institutions reflects considerable consistency in patterns of student interest and in the allocation of institutional resources. Degrees conferred by level in 1974-75, by discipline division, are given in Table 6-4.

At the baccalaureate level, degrees in the arts and sciences accounted for 38 per cent of degrees conferred in the two traditionally black comprehensive universities and 34 per cent in the four traditionally white institutions. The social sciences were consistently the highest ranking discipline division among the arts and sciences disciplines in all the institutions. Education and business and management comprised the great majority of all professional degrees in the comprehensive and the baccalaureate institutions (except at The University of North Carolina at Asheville where there are no programs in the discipline division of education and a program in management was only recently authorized). Education ranked highest in proportion of degrees conferred by all the comprehensive universities at the baccalaureate level, except at The University of North Carolina at Charlotte where it ranked after business and management and social sciences. In the general baccalaureate institutions, education accounted for 58 per cent of degrees conferred at Elizabeth City State University, 37 per cent at Fayetteville State University, 40 per cent at Winston-Salem State University, 41 per cent at Pembroke State University, and 29 per cent at The University of North Carolina at Wilmington.

Table 6-4

Bachelor's and Master's Degrees Awarded in Selected Constituent Institutions of The University of North Carolina: By HEGIS Discipline, 1974-75

	Comprehensive Universities												General Baccalaureate Universities					
	NCA&TSU		NCCU		ASU		ECU		UNC-C		WCU		ECSU	FSU	WSSU	PSU	UNC-A	UNC-W
	B	M	B	M	B	M	B	M	B	M	B	M	B	B	B	B	B	B
Arts & Sciences Group																		
Area Studies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Biological Sciences	30	10	30	4	44	20	43	6	52	-	23	2	7	6	18	19	7	47
Computer Science	-	-	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-
Fine & Applied Arts	20	-	12	-	19	-	119	20	39	-	39	-	-	2	3	8	15	-
Foreign Languages	3	2	6	-	20	15	17	-	18	-	6	-	-	2	-	8	11	11
Letters	28	4	25	-	60	11	40	7	93	15	23	5	7	8	16	20	19	45
Mathematics	10	-	10	-	41	8	15	5	17	10	7	-	4	13	4	6	2	10
Physical Sciences	15	1	6	3	14	-	29	3	16	-	17	13	1	2	-	5	6	20
Psychology	46	-	13	-	61	37	112	16	90	-	43	10	-	1	-	22	37	26
Social Sciences	113	12	144	15	211	43	212	23	191	4	77	10	41	131	69	123	91	69
Interdisciplinary Studies	-	-	-	-	7	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal: Arts & Sciences Group	265	29	246	22	477	134	587	80	516	29	240	40	60	165	110	211	188	228
Professional Group																		
Agriculture & Natural Resources	9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Architecture & Environmental Design	-	-	-	-	-	-	27	-	13	-	-	-	-	-	-	-	-	-
Business & Management	134	-	107	8	330	-	223	22	199	12	171	11	30	68	47	67	-	51
Communications	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Education	188	156	158	128	642	337	671	301	118	213	309	212	130	134	127	200	-	115
Engineering	38	2	-	-	-	-	-	-	74	-	-	-	-	-	-	-	-	-
Health Professions	62	-	17	-	35	6	223	10	68	-	42	-	-	-	30	-	-	6
Home Economics	33	2	17	-	19	-	71	-	-	-	27	-	-	-	-	4	-	-
Law	-	-	-	(82 FP)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Library Science	-	-	-	24	20	11	25	26	-	-	-	-	-	-	-	-	-	-
Public Affairs	59	-	20	-	3	-	183	-	20	-	61	-	6	-	-	-	-	-
Subtotal: Prof. Group	523	160	319	160	1,049	354	1,423	359	492	225	610	223	166	202	204	271	-	172
TOTAL	788	189	565	182	1,526	488	2,010	439	1,008	254	850	263	226	367	314	482	188	400

Table 6-5 presents the number of baccalaureate graduates of these institutions who received "A" teaching certificates in North Carolina, as compared with the total number of baccalaureate degrees conferred. The table will not reflect, of course, grad[illegible]s who were qualified for certification but did not seek it, or those who were certified in other states. It does serve as a further indication of the extent to which the academic program of the institutions are committed to teacher education. This is necessary because teacher certification in secondary education and certain special fields typically means the student will major in a discipline specialty other than in education.

Table 6-5

Graduates of Selected Constituent Institutions of The University of North Carolina Receiving "A" Teaching Certificates in North Carolina, 1974-1975

Institution	Number of Certificates	Total Number of Baccalaureate Graduates	Certificates as Percentage of Degrees
Comprehensive Universities			
NCA&TSU	216	788	27.4%
NCCU	152	565	26.9
ASU	845	1,526	55.3
ECU	810	2,010	40.3
UNC-C	219	1,008	21.7
WCU	321	850	37.8
General Baccalaureate Universities			
ECSU	158	226	69.9
FSU	212	367	57.8
WSSU	153	314	48.7
PSU	226	482	46.8
UNC-A	43	188	22.8
UNC-W	148	400	37.0

At the baccalaureate level, the traditionally black comprehensive institutions rank considerably below the counterpart traditionally white institutions in the proportion of their graduates who go into public school teaching, except in the case of The University of North Carolina at Charlotte. The situation is reversed in the instance of the general baccalaureate institutions. Moreover, in the comprehensive institutions the proportion of master's degrees conferred in education is consistently very high in both the historically black and the historically white institutions. In 1974-75, the percentages were 83 at North Carolina Agricultural and Technical State University, 70 at North Carolina Central University, 69 at East Carolina University, 84 at The University of North Carolina at Charlotte, and 81 at Western Carolina University.

E. Qualitative Measures

There are no satisfactory indices available for the qualitative assessment of degree programs, although this is a far more important area of inquiry than the types of quantitative comparisons made above. All of these institutions are, of course, accredited by the Southern Association of Colleges and Schools, but that only signifies that they meet minimum qualitative standards institution-wide as established by the regional accrediting agency.

For some professional programs there are external qualitative measurements imposed by the profession. Graduates of the nursing programs at North Carolina Agricultural and Technical State University, North Carolina Central University, and Winston-Salem State University, and graduates in law at North Carolina Central University must pass licensing examinations before they can enter into professional practice in North Carolina or in other states. Previous studies of nursing[4] and legal education[5] conducted by the Board of Governors have noted the marked disparities between the number of graduates of these programs and graduates of the same programs in historically white institutions in their performance on the licensing examinations. Failure rates among students at the historically black institutions were and continue to be unacceptably high.

The problems here are more complex than money, as indicated by the facts that per capita support for students in the North Carolina Central University Law School now is greater than that at The University of

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[4]Nursing Education in North Carolina 1975-1980 (Chapel Hill: The University of North Carolina, General Administration, 1976).

[5]A New Law School for North Carolina? (Chapel Hill: Board of Governors, The University of North Carolina, 1974).

North Carolina at Chapel Hill Law School, and that faculty salaries in 1975-76 in the six baccalaureate-level schools of nursing in The University show no disparities between the traditionally black and traditionally white institutions. Recent evaluation studies of these programs by outside professional agencies indicate instead that the basic problems are rooted in admissions standards, general academic policies, curricula, over-enrollment relative to budgeted capacity of program resources, and other such factors, and not simply to resource limitations.

Teacher education -- a major component of the academic endeavor of all these institutions -- is also an area subject to certain external assessment. All teacher education programs are required to meet the standards and guidelines established by the Department of Public Instruction and the State Board of Education, and these programs are subject to periodic evaluation for the purpose of ascertaining whether they meet the standards and guidelines. All such programs in the authorized program inventory are currently approved.

Formerly all individuals seeking "A" or "G" teaching certificates were also required to achieve a minimum score on the National Teachers Examination (NTE). The NTE requirement was first established by legislative action in 1959 and detailed policies pursuant to the General Assembly resolution were adopted by the State Board of Education in January, 1964. These policies were modified in 1966 and then, in 1972, the requirement for a minimum NTE score was abolished by the State Board. On April 19, 1973, the General Assembly legislatively established a minimum NTE score requirement. The requirement set was a 475 minimum score on the Weighted Common Examination and a 475 minimum on the Teaching Area Examination.

In 1974 a three-judge federal court over-turned the legislatively-prescribed minimum in a suit brought by the U. S. Department of Justice and by the North Carolina Association of Educators. The court found the minimum a violation of constitutional rights because the 950 minimum was an arbitrary one that had never been validated in any way. The State was unable to show that any relationship existed between the cut-off score and the teaching skills of the prospective teachers. The court found that the NTE measured "only the academic preparation of prospective teachers." Again, in its findings, the court stated that "NTE tests do not measure teaching skills but do measure the content of the academic preparation of prospective teachers." As a result, the State is now engaged in a study to validate the NTE or to develop an alternative examination.

Thus, although the 1973 legislation was declared unconstitutional, the court did hold that

> Nothing contained herein shall be deemed to prevent the State from reinstating a written test cut-off score for prospective applicants to enter the teaching profession in North Carolina provided that such cut-off score shall first have been validated with respect to minimum academic knowledge an applicant must possess in order to become a reasonably adequate and competent teacher and that such score be shown to bear a rational relationship to teaching capacity.[6]

The court further noted that "We find as a fact . . . that the State cannot rely on all of its teacher institutions to produce graduates and candidates for certification who possess minimal academic capabilities."

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[6] U. S., N.C.A.E., et al. v. State of North Carolina. The court noted that according to testimony given by ETS officials, Chicago and Los Angeles use a cut-off of 1,100, which had been validated by ETS.

A comparison of NTE Common Examination Test Scores therefore has relevance to a comparative report on these constituent institutions. Table 6-6 gives the number of baccalaureate graduates of the comprehensive and baccalaureate institutions taking the NTE and their average scores over a three-year period. The scores are for the Weighted Common Examination only, which includes sections on professional education, written English expression, social studies, literature, the fine arts, science, and mathematics. The Teaching Area Examinations have not been equated across areas, so there is no rational basis for comparison from one area to the next.

The NTE Weighted Common Examination scores over this period show consistently higher marks in the traditionally white institutions among both the comprehensive and the baccalaureate universities.

Table 6-6

Scores on the NTE Weighted Common Examination by Graduates of Selected Constituent Institutions of The University of North Carolina

Institution	1972-73 Number	1972-73 Average Score	1973-74 Number	1973-74 Average Score	1974-75 Number	1974-75 Average Score
BACCALAUREATE GRADUATES						
Comprehensive Universities						
NCAUTSU	106	488	101	475	135	461
NCCU	148	495	191	497	137	500
ASU	1,126	577	971	576	841	576
ECU	893	601	827	595	730	586
UNC-C	195	608	235	596	227	604
WCU	360	589	366	596	315	586
General Baccalaureate Universities						
ECSU	152	467	114	462	76	465
FSU	116	482	151	478	97	472
WSSU	127	482	155	474	129	473
PSU	200	540	257	532	184	526
UNC-A	52	634	48	618	40	635
UNC-W	118	572	134	578	125	579
MASTER'S GRADUATES						
Comprehensive Universities						
NCA&TSU	68	501	66	506	90	494
NCCU	43	517	59	484	74	499
ASU	225	605	303	599	260	607
ECU	219	616	195	607	251	601
UNC-C	114	611	134	605	160	601
WCU	89	613	129	614	147	621

F. Conclusion

1. The extensiveness of master's degree offerings is comparable at the traditionally white and traditionally black campuses. The traditionally white campuses have somewhat more extensive bachelor's degree specialty offerings in three discipline divisions (Education, Physical Sciences, and Social Sciences) than do their traditionally black counterparts. Both traditionally black and traditionally white institutions place considerable emphasis on teacher education. In addition, one traditionally black comprehensive university offers the first professional degree in law, and one traditionally white institution is authorized to offer the first professional degree in medicine.

2. All institutions are accredited by the Southern Association of Colleges and Schools. Student performance on licensing examinations in law and in nursing has indicated serious qualitative deficiencies in these programs in the traditionally black institutions. Recent reports by accrediting or licensing authorities identify problems not related to any relative resource deprivation or limitation as major sources of these deficiencies.

3. Average scores of graduates of the traditionally black institutions on the NTE are significantly lower than the scores of graduates of the traditionally white institutions.

CHAPTER SEVEN

LIBRARIES AND COMPUTING RESOURCES

A. Libraries

The Board of Governors examined existing library resources in preparing the Budget Request for 1974-75 and, with the advice of the library directors of all of the constituent institutions, presented a plan which would address two concurrent needs.

The first objective was to correct deficiencies in basic collections by meeting the minimum quantitative standards adopted by the American Library Association (ALA) in 1959 and then in effect. These standards provide that any library should have at least 50,000 volumes for the first 600 FTE students and 10,000 volumes for each additional 200 (or major fraction thereof) students.

The second objective was to establish a policy of continuing library support based upon the level of degree programs offered and the enrollment in these programs on each campus.

Table 7-1 compares collections at the constituent institutions being considered with ALA standards. These data are based on volume holdings reported by the institutions in October, 1975. On the basis of data on volume holdings reported by the institutions in October, 1973, budget requests were prepared so that the objectives of the plan could be attained over a four-year period. The plan was fully funded in 1974-75. Because of insufficient appropriations, the Board of Governors has been able to fund only about 50 per cent of the planned annual increments for fiscal 1975-76 and 1976-77.

Table 7-1

Comparison of Library Collections at Selected Constituent Institutions of The University of North Carolina with American Library Association Standards, Fall, 1975

Institution	Number of Bound Volumes	ALA Standards [a]	Deficit (-) or Excess (+) Holdings
Comprehensive Universities			
NCA&TSU	325,982	240,000	+ 85,982
NCCU	311,031	220,000	+ 91,031
ASU	309,226	380,000	- 70,774
ECU	458,208	510,000	- 51,792
UNC-C	207,536	310,000	-102,464
WCU	210,790	270,000	- 59,210
General Baccalaureate Universities			
ECSU	81,878	80,000	+ 1,878
FSU	89,617	110,000	- 20,383
WSSU	114,240	110,000	+ 4,240
PSU	101,869	110,000	- 8,131
UNC-A	89,744	70,000	+ 19,744
UNC-W	122,349	150,000	- 27,651

[a] The American Library Association standard is:

(1) 50,000 volumes for up to 600 FTE students; and
(2) 10,000 volumes for each 200 (or major fraction) additional FTE students.

On the basis of the institutional reports on which the plan was developed and budget requests formulated, it will be noted that six of the seven historically white institutions and one of the five historically black institutions have deficiencies as against the ALA standard. The data demonstrate a major need to improve basic library holding deficiencies. They do not reflect any discrimination against the traditionally black institutions.

The Board of Governors addressed the second need of the libraries by developing a method for funding continuing operations of libraries based on the numbers of students enrolled at each of three levels:

- baccalaureate degree programs,
- master's degree and sixth-year certificate programs, and
- doctoral and first professional degree programs.

The plan is based on the recommendation of the library directors of the constituent institutions that undergraduate library needs called for a support figure of $134 per FTE student in 1974-75; that master's degree and sixth-year certificate support required twice that amount; and that library services for doctoral and first professional degree programs should be supported at seven times the baccalaureate rate.

The Board of Governors' plan was a phased, four-year program both to eliminate deficiencies in basic collections and to provide continuing support in accordance with the 1-2-7 ratio just described. Allocations under this program to the twelve institutions being compared in this study are shown for 1974-75 and 1975-76 and for 1976-77 fiscal years in Table 7-2.

Table 7-2

Special Allocations to Selected Constituent Institutions of The University of North Carolina to Eliminate Deficiencies in Basic Library Holdings and to Supplement Continuing Library Support, Fiscal Years 1974-75, 1975-76, and 1976-77

Institution	1974-75 Allocation	1975-76 Allocation	1976-77 Allocation
Comprehensive Universities			
NCA&TSU[a]	$ 2,495	$ 1,281	$ 1,281
NCCU	56,499	29,009	29,009
ASU	262,417	167,981	167,981
ECU[b]	170,304	108,427	108,427
UNC-C[b]	266,000	170,718	170,718
WCU	217,079	138,187	138,187
General Baccalaureate Universities			
ECSU	5,130	3,293	3,293
FSU	58,175	37,314	37,314
WSSU	0	0	0
PSU	91,408	58,390	58,390
UNC-A	0	0	0
UNC-W[b]	82,750	53,109	53,109

[a]No funds for books included.

[b]No operating funds included.

Under the plan developed with the library directors, about 69 per cent of the total funds are for books and 31 per cent for operating support. The special appropriation for books will be terminated when deficiencies are removed, but the increments to operating support each year become a part of the continuation budget of the institution.

The Board of Governors requested the same level of funding for 1975-76 as had been provided the previous year. As noted above, however, in a very stringent budget period the General Assembly appropriated an amount sufficient to enable the Board of Governors to fund only 51 per cent of what it had requested in 1975-76 and 1976-77.

Support for book acquisitions in Table 7-2 appears basically in accord with the deficiencies reflected in Table 7-1.

B. Computing

Computers are an important resource for both administrative and academic applications in institutions of higher education. Computer services are provided to campuses of The University in two ways: (1) stand-alone installations at the individual institutions, and (2) terminal connections with the Triangle Universities Computation Center (TUCC).

TUCC is a non-profit corporation owned and operated jointly by The University of North Carolina at Chapel Hill, North Carolina State University at Raleigh, and Duke University. Other campuses of The University procure computer services from TUCC through the Educational Computing Service (ECS), which serves as a "retailer" of computer time purchased from TUCC. ECS is a program division of the General Administration of The University.

The prevailing pattern in The University is for administrative computing to be done on the respective institution campus and for academic computing to be done by remote terminals to TUCC, although procedures differ somewhat from one campus to another. Two campuses, Pembroke State University and The University of North Carolina at Wilmington, use TUCC for all of their administrative data processing applications. Elizabeth City State University and North Carolina Central University use TUCC for a portion of their administration applications.

Educational Computing Service has a comprehensive library of instructional computer programs which is available to all campuses. ECS also provides information services and consultation to the campuses on the uses of the computer in instruction.

Table 7-3 lists the basic computer equipment existent at each of the campuses. The practice at the institutions has been for the demand for

Table 7-3

Basic Computer Hardware at Selected Constituent Institutions of The University of North Carolina, May, 1976

Institution	Computer	Core Capacity (Bytes)	Terminals to TUCC[a]
Comprehensive Universities			
NCA&TSU	Control Data Corporation 3300	324K	Perry 8001
NCCU	Univac 90-30	196K	IBM 2741, Perry 8001, IBM MCST
ASU	Univac 9060	512K	-
	Univac 70/46G	256K	-
ECU	Burroughs B-5500	256K	HETRA MARK VI (2)
UNC-C	Burrough B-6700	1,200K	33 ASR (teletype), Perry 8001
WCU	Xerox 560	393K	33 ASR (teletype)
General Baccalaureate Universities			
ECSU	IBM 360/20	16K	33 ASR (teletype) (2), Perry 8001
FSU	IBM 1130	16K	33 ASR (teletype) (2)[b]
WSSU	Univac 70/35	65K	Perry 8001, NCR 260
Pembroke[c]	-----	-	IBM 2780
UNC-A	Digital Equipment Corporation PDP 11-40-BA	32K	Perry 8001, IBM 2741
UNC-W[c]	-----	-	Singer, ASR (teletype) (6)

[a]Triangle Universities Computation Center.

[b]The IBM 1130 Computer is interconnected to TUCC to also serve as a terminal.

[c]Pembroke and UNC-Wilmington rely entirely on TUCC for computer service.

computer services to dictate the capacity of equipment. When an institution reaches the capacity of existing equipment, steps are taken to purchase a larger computer.

Equipment has been upgraded within the year at Appalachian State University, North Carolina Central University, The University of North Carolina at Charlotte, Western Carolina University, and Winston-Salem State University. Active consideration is presently being given to a substantial upgrading of equipment at North Carolina Agricultural and Technical State University.

Among the comprehensive institutions the computers at the traditionally black campuses are of somewhat smaller capacity than those at their traditionally white counterparts. On the other hand, the traditionally black baccalaureate institutions have considerably more on-campus computer service than do the baccalaureate traditionally white campuses. The point must be made, however, that equipment configurations basically reflect procurement decisions by the individual chancellors, although requests are reviewed by the General Administration of The University and the State Department of Administration.

C. Conclusion

1. The historically black campuses of The University compare favorably with their historically white counterparts in basic library collections and funding for current operations.

2. Computing capabilities both for academic computing and administrative data processing that are available to the twelve institutions included in this study suggest no discrimination now or in the past with respect to computer facilities.

CHAPTER EIGHT

SUMMARY AND CONCLUSIONS

A. Summary

This study was occasioned by the need to provide assurance to the Office for Civil Rights "that resources provided by the State to traditionally black institutions are comparable to those provided at all other State institutions of similar size, level, and specialization." This assurance is wanted by the Office for Civil Rights for use in the discharge of its responsibilities as the agency charged with monitoring compliance with Title VI of the Civil Rights Act of 1964 and in carrying out the tasks assigned it by the United States District Court in the judgment rendered in Adams, et al., v. Weinberger. This assurance is necessary also to the Board of Governors of The University of North Carolina to enable the effective and responsible discharge of its constitutional and statutory obligations for the governance and direction of public senior higher education for the benefit of all citizens of North Carolina, without regard to race, and for the attainment of the declared objectives and commitments in The Revised North Carolina State Plan for the Further Elimination of Racial Duality in Public Post-Secondary Education Systems.

The study has led to these principal findings with reference to State support of the traditionally black institutions and to their strengths and deficiencies.

1. Financial Resources

a. The State's per capita funding of enrolled students for the support of the educational activities of the historically black institutions is consistently higher than such funding at the comparable historically white institutions. This pattern has persisted over a considerable span of years. Among the comprehensive universities, the rates of increase since 1969-70 in this measure of State support have been similar in the historically black and historically white institutions. Among the general baccalaureate universities, the rates of increase during this period have been notably higher for the historically black institutions than for their historically white counterparts.

b. Total State-budgeted personnel complements (EPA and SPA) for the operation and support of educational activities are more favorable in the historically black comprehensive universities than in the historically white comprehensive universities; and among the general baccalaureate universities, two historically black institutions and one historically white institution have more personnel, relative to enrollments, than the average for the six institutions in this grouping.

c. In the area of student charges, these findings were made:

(1) Tuition and academic fees for North Carolina students are identical among the comprehensive universities and among the general baccalaureate universities, whether historically black or historically white.

(2) General fees are slightly higher in the historically white institutions among the comprehensive universities,

but appreciably higher in the historically black institutions among the general baccalaureate institutions.

(3) Debt retirement fees do not differ markedly among the comprehensive universities. They are significantly higher in the historically black general baccalaureate institutions than in the historically white general baccalaureate institutions.

d. In the area of capital budgets and facilities, these findings were made:

(1) Capital improvement funds made available over the decade fiscal 1967 - fiscal 1977, including facilities now approved in the Statewide higher education bond referendum of March, 1976, show no disparity in the provision of physical facilities among the traditionally black and traditionally white institutions in proportion to their enrollment growth.

(2) At the present time, physical facilities at the traditionally black institutions are generally older than are those at their counterpart traditionally white institutions. The traditionally black institutions, however, have greater percentages of facilities which are funded and/or under construction than do their traditionally white counterparts. One traditionally black institution rates a very high proportion of its facilities in less than satisfactory condition by its own assessment, in contrast to the more favorable self-assessments of their own facilities made by all the other institutions compared in this study.

2. Students

a. The highest rate of enrollment growth since 1969 among the comprehensive universities has been at The University of North Carolina at Charlotte and, among the baccalaureate universities, at The University of North Carolina at Wilmington. Otherwise, the traditionally black institutions have tended to grow in enrollment at a faster rate than have the traditionally white institutions.

b. For the period 1976-77 through 1980-81, the total projected enrollment growth (in full-time equivalents) is 25 per cent for the five historically black institutions and 24 per cent for the seven corresponding historically white institutions.

c. Enrollments continue to reflect the marked racial identifiability of the institutions. In the fall of 1975, black students comprised almost 93 per cent of the total enrollments of the five historically black institutions and about five per cent of the total enrollments of the corresponding seven historically white institutions.

d. Entering freshman classes at the historically white institutions average significantly higher in rank in class in high school and on the SAT verbal and mathematical tests than do the freshmen enrolling in the historically black institutions.

e. Consistent with comparative data on personal income of black citizens, black students in both traditionally black and traditionally white institutions receive a larger share of student financial aid than they would receive if the aid were distributed according to racial proportions among those going to college. Most financial aid resources are derived from federal programs. In the allocation of State funds provided for student financial aid, there is no discrimination against the traditionally black institutions.

3. Faculty and Administration

a. There is no discrimination against the historically black institutions in the allocation of full-time teaching positions in relation to budgeted enrollment.

b. There is no discrimination against the historically black institutions in State-appropriated salary funds for full-time teaching positions, or in the average salary of faculty from State funds.

c. There is no discrimination against the historically black institutions in the salaries authorized and paid to senior administrative officers.

d. By the measure of highest earned degree, the faculties of the traditionally black institutions have a consistently lower number of faculty members with higher degrees than do the faculties of the corresponding traditionally white institutions.

4. Academic Programs

a. The extensiveness of master's degree offerings is comparable at the traditionally white and traditionally black campuses. The traditionally white campuses have somewhat more extensive bachelor's degree specialty offerings in three discipline divisions (Education, Physical Science, and Social Science) than do their traditionally black counterparts. Both traditionally black and traditionally white institutions place considerable emphasis on teacher education. In addition, one traditionally black comprehensive university offers the first professional degree in law, and one traditionally white institution is authorized to offer the first professional degree in medicine.

b. By qualitative measures, in certain professional programs involving substantial numbers of students, major program deficiencies exist in the traditionally black institutions as indicated by the performance of their graduates on the State bar examination, the nursing licensure examinations, and their comparative scores on the National Teachers Examination.

5. Academic Support: Libraries and Computing

a. The historically black institutions compare favorably with the corresponding historically white institutions in library collections and funding. The same library support measures are utilized in budgeting for all comprehensive universities and for baccalaureate universities.

b. Computing capabilities both for academic computing and administrative data processing that are available to the twelve institutions included in this study suggest no discrimination against the five traditionally black institutions.

B. Conclusion

1. General Conclusions

These findings lead to this principal conclusion: There is no discrimination in the patterns or levels of State budgetary support that is adverse to the historically black institutions. Moreover, the study has found that basic comparability in State budgetary support for the two groups of historically black institutions, as measured by State budgetary support for the comparable groups of historically white institutions, is a situation that has prevailed for a considerable span of years.

Several measures were used to ascertain whether discrimination existed, because no single, simple measure is sufficient and because the historically black institutions themselves have on many occasions indicated a pervasive presumption that they are disadvantaged, relative to the comparable historically white institutions.[1] Accordingly, the study analyzed State funding for each budgeted full-time equivalent student, State budgeted personnel complements, State appropriations for each full-time teaching position, average salaries of faculty from State funds, salary levels of senior administrative officers, student-faculty ratios, library holdings and budgets, computing resources, student financial aid, capital construction funds, and physical facilities.

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[1] In its institutional self-study in March, 1975, Elizabeth City State University refers to needed increased appropriations "deemed necessary to remedy the deficiencies at this institution caused by racially-related neglect of traditionally Black schools relative to appropriations of funds." Fayetteville State University commented in its self-study that, "like most historically black colleges and universities, [it] has been over studied, over consulted, and under financed."

The only instance in which a funding pattern was found that was to the disadvantage of the traditionally black institutions was in the level of debt retirement fees charged in the general baccalaureate institutions. Average debt retirement fees for each full-time student in the three historically black institutions were $114 compared to $46 in the three historically white baccalaureate institutions. Most of this disparity is occasioned by the charges at one institution -- Elizabeth City State University. Its charges are 95 per cent higher than the average for the other two historically black institutions in this group.

This principal conclusion, and the findings upon which it is based, is indicative of the basic strengths of the five traditionally black institutions. They now receive, and they have been receiving for some years, State financial support by all the measures enumerated above which is comparable with that received by their counterpart traditionally white institutions. By these measures the traditionally black institutions should in the main be achieving the same educational goals for their students as those achieved in comparable programs in the traditionally white comprehensive universities and general baccalaureate universities.

Generally, therefore, needs for additional resources on the part of the traditionally black institutions are needs that they share in common with the comparable traditionally white institutions. The need for higher faculty salary levels, for example, is not a need unique to the traditionally black institutions. Among the comprehensive universities, the two traditionally black institutions have basic State-appropriated faculty salary support identical with that of one

traditionally white institution. Among the general baccalaureate universities, the three traditionally black institutions have the same basic State-appropriated faculty salary support as two of the three traditionally white institutions. Any deficiencies in this regard, therefore, are not racially identifiable. Other examples can be taken from the findings of this study.

2. Distinctive Characteristics of the Traditionally Black Institutions

The data presented in this study also indicate, however, that there are important general differences between the traditionally black institutions and the traditionally white institutions. Although they are not discriminated against in State-provided financial support, in facilities, in program offerings, or in cost of attendance except in the instance of debt retirement fees at some campuses, these institutions generally manifest these characteristics:

- They admit a large proportion of students who, as evidenced by SAT scores and by high school performance, are not well prepared for college work.
- They admit a large proportion of economically disadvantaged students.
- A large proportion of their faculties consist of individuals who do not have the terminal degree in their fields of teaching.
- They devote considerable resources to the teaching of basic academic skills at the precollegiate level.
- Their basic curricular and degree requirements, in terms of credit hour, or residence, or similar criteria, are basically the same as those of other institutions. As demonstrated by externally-mandated performance measures such as licensing examinations, their academic performance standards are, however, less exacting than are those of the traditionally white institutions and a significantly larger number of their students graduate less well-prepared for the professions which they seek to enter.

The dominant, distinctive characteristics of the traditionally black institutions thus relate to their faculties, their overall academic performance requirements, and to their students, rather than to their programs or to any pattern of financial deprivation on the part of the State.

Admissions and enrollment data collected for a special study required by the Office for Civil Rights are still incomplete; so additional data and further analysis are necessary. The data which are available, however, indicate that the five traditionally black institutions tend to be "open door" institutions. That is, nearly all high school graduates who apply for admission are offered admission -- including the majority of those who do not meet what are considered the normal minimum admissions standards as defined by the admitting institution. The data further indicate some tendencies toward an "open door" policy at some of the traditionally white institutions. However, there are insufficient data upon which to make a determination of how extensively admissions policies generally may have changed in any of the comprehensive universities or the general baccalaureate universities over recent years except as they are implicitly affected in any given year by the volume of applications. Two patterns are clear, however.

First, the efforts of the traditionally white institutions to recruit and enroll black students have had an impact upon the academic characteristics of their own entering classes and upon those of the traditionally black institutions. In the fall of 1975, one out of five of the 4,400 black freshmen entering The University of North Carolina enrolled at traditionally white institutions. A significant number of black students

with high SAT scores and high rank in their high school class now enter traditionally white institutions, whereas until 20 years ago they would all have attended traditionally black institutions if they went to college in North Carolina. Second, all of the traditionally white institutions included in this study (and the doctoral and major research universities also) have some form of special admissions program to increase their enrollment of black students, and to provide for the admission of other students who do not meet usual stated standards in test scores or high school record.

Special admissions programs of this nature are also reported by the traditionally black institutions. For the traditionally white institutions this is a response to the mandate to desegrate their student bodies and to other special needs. For the traditionally black institutions, it is a response to their long tradition of serving black citizens for whom they historically offered the only opportunity for higher education available to black citizens in North Carolina, and to their aspirations to survive in a changed set of circumstances occasioned, first of all, by the passing of de jure segregation. For both sets of institutions -- traditionally white and traditionally black -- it indicates, to a greater or lesser degree, a movement in common with national trends and national policies tending away from the meritocratic norms generally prevalent in the decades of the 1950's and the 1960's toward more egalitarian, open access norms of the 1970's.

In this sense, therefore, there is reflected a certain commonality in admissions trends (and the meritocratic norm was characterized by an emphasis on tests for admission, not graduation), not unrelated -- it seems fair to assume -- to the fact that institutional budgets are substantially enrollment-driven. As the data presented in this study

on SAT scores and high school records of entering freshmen illustrate, however, what is distinctive about the traditionally black institutions is the consistently substantial difference in the academic preparation of a large proportion of the entering classes, by the SAT and rank in high school class measures, as compared with those of the traditionally white institutions. Given "open door" tendencies among both sets of institutions, the resulting differences between the levels of academic preparedness of their student bodies reflects student self-selection or self-direction to institutions where they think themselves most likely to succeed.

The traditionally black constituent institutions have noted the impact that these admissions practices have upon the form and content of their instructional programs. Winston-Salem State University, for example, has stated its intent to "maintain acceptable admissions standards in keeping with the other constituent institutions," but affirms an "obligation . . . to many students who through no fault of their own, are not quite able to come up to acceptable admissions standards as measured by certain standardized tests." It has said that it does not want to be an institution where such students are in the majority, but it believes these special programs are essential and that success in their operation can be demonstrated.

North Carolina Central University, in its assessment of overall needs in the course of this study has assigned second priority (after faculty upgrading) to funds for "catch-up projects and enrichment programs." It cites as a basis for this need the fact that "our students bring with them severe deficiencies in tool subjects,"

but that "with remediation and enriched exposure, such deficiencies can be overcome and the students salvaged."

Similarly, North Carolina Agricultural and Technical State University, in its needs assessment, has pointed to the need for funds to establish "Learning Assistance Centers" that will "provide assistance to students who show deficiencies through entrance examinations and for students who have some difficulty with subject matter in basic courses." Fayetteville State University describes a structuring of the curriculum for the freshman and sophomore years around a diagnostic and remedial program to provide its students with the necessary skills in reading, expository writing, speaking, and mathematics.

Thus, although there is agreement among the five traditionally black institutions in questioning the predictive value of the SAT or of other admissions tests (an attitude by no means unique to them), there is general agreement also that a very significant proportion of their students have academic deficiencies and that special programs to correct these deficiencies, and to prepare students for collegiate-level study, are a necessity.

Each of the traditionally black institutions is, to some greater or lesser extent, two institutions. It is a college or university offering programs of study at the collegiate or post-graduate level in the liberal arts and sciences and in various professional and technical fields and conferring the customary academic degrees and distinctions. Coexisting within this structure is a special kind of pre-collegiate endeavor designed to teach basic academic skills to prepare a significant proportion of the students enrolled to pursue the degree programs offered by the institution.

This duality of effort is present in traditionally white institutions also for students admitted through special admissions programs. It is, indeed, probably present in most colleges and universities today. The difference is in the extensiveness of the special, remedial endeavor, and the extent to which that endeavor absorbs the energies and resources of the traditionally black institutions and, implicitly or explicitly, shapes the educational expectations and standards of the institution as a whole.

This special kind of educational endeavor is a worthy one. Further it can be defended by a "value-added" approach to higher education so long as this kind of activity does not adversely affect or impede the basic commitment of an institution to the standards and goals of university-level educational attainment. However, if an effort to accomplish this significant remedial effort is a prominent or even dominant element in the educational effort of the institution, what impact will it have on the general academic standards and image of a university? This is an issue basic to the future development of the five traditionally black constituent institutions.

CHAPTER NINE

POLICIES AND TASKS

The findings reached by this study thus point to two areas in which policies need to be established by the Board of Governors to strengthen higher education. One area encompasses both historically black and historically white constituent institutions. The other relates also to both groups of institutions, but it is of more particular relevance, for the present and for the immediate future, to the traditionally black institutions.

A. Common Problems and Needs

The Board of Governors was required by the Office for Civil Rights to describe how programs offered in the historically black institutions and in the "other similar State institutions will be made comparable in quality, or . . . [to] show that resource comparability has been achieved."

This study has shown that resource comparability has been achieved, and that any differences in program quality between the traditionally black and traditionally white institutions, or in their assigned functions as comprehensive universities or general baccalaureate universities, are not a consequence of differential State support adverse to the traditionally black institutions. In establishing this important fact, it also became apparent that steps should be taken to strengthen both groups of institutions by the application of higher common level of resource support.

Therefore, the Board of Governors calls upon the President, in the preparation of his budget recommendations for the 1977-79 biennium, to prepare necessary estimates that will provide for:

1. Faculty upgrading funds in an amount sufficient to provide the same average level of State appropriations for full-time teaching positions in all of the comprehensive universities,[1] and to bring to a higher common level the average funding for each full-time teaching position at Elizabeth City State University, Fayetteville State University, Winston-Salem State University, Pembroke State University, and The University of North Carolina at Wilmington.

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[1]This estimate shall exclude the School of Medicine at East Carolina University.

2. A program to meet the costs of paid leaves of absence for selected qualified faculty members of the comprehensive and general baccalaureate institutions to enable them to pursue doctoral studies, and to meet the costs of appointing visiting faculty as replacements for those individuals who are awarded such leaves. Priority shall be given to establishing arrangements, when practicable, whereby the selected faculty members may pursue their doctoral studies at an appropriate doctoral-level constituent institution of The University of North Carolina. Initial attention shall be given in this program to qualified black faculty members in the traditionally black institutions because of the lower proportion of faculty having the doctorate at those institutions, and because of the national shortage of black persons possessing this degree qualification.

B. Particular Problems and Needs of the Traditionally Black Institutions

The particular problems and needs associated predominantly with the operations and programs of the traditionally black institutions are more complex. The costs required to meet them, the extent to which they can be remedied by the infusion of additional funds, or even the extent to which they can be effectively addressed within the framework of the basic higher education missions of university institutions, are yet to be determined.

It has been noted that there is a dual character in both mission and program that is particularly apparent in the traditionally black institutions. This duality is reflected in the self-studies prepared in 1975 by these institutions and in their subsequent comments on earlier drafts of this study. The self-studies were requested so that the institutions could specify what they considered to be their deficiencies and strengths in such detail as they chose. While the documents discussed the historical service of the respective institutions to the State and particularly to its black citizens, each placed emphasis on what are considered to be the institutions' deficiencies.

A prominent feature of these documents is the extent to which the institutions stress traditional educational programs, standards, and goals. They address the need for doctoral training for current faculty, for a larger proportion of faculty with the doctorate, for faculty research support, for strengthening library collections, for upgrading the equipment of science laboratories, and related types of improvements. These are deficiencies of a kind that any university would characteristically identify if asked to present a list of needs.

The traditionally black institutions thus aspire to be stronger universities by conventional measures of quality. At the same time, however, they emphasize an obligation or a need to serve as special kinds of educational institutions which engage in providing remedial or compensatory education for the large numbers of students whom they enroll who are inadequately prepared for work at the college level.

It is apparent that the resources and skills called for in large-scale remedial programs are different from those associated with university-level academic programs. There are unresolved and difficult problems to be faced in attempting to build and to operate a college or university-level academic program not clearly differentiated from but institutionally joined to a large-scale, pre-collegiate academic program. Neither the resources required nor the design and structure of educational programs can be the same in both instances. Regardless of the way the two types of programs and objectives are defined or differentiated at this juncture within the five institutions (and there appears to be considerable variation among them), the present condition is one in which the remedial activity occupies an exceptionally conspicuous and prominent place in the total instructional program of the institutions.

The testimony of the Chancellors upon the need for such remedial activity is also supported by the data on rank in class and SAT scores presented in Tables 4-5 and 4-8 at pages 69 and 76 of this study. The programs are necessary if, for many students who are inadequately prepared for college-level study, equality of educational opportunity is to be meaningful in offering some promise for equality in educational outcome. The data in these tables also indicate, on the other hand, that many students scored in the upper levels of the SAT scale and had high class

rankings in high school, and thus have a different set of educational needs. The academic needs and the types of educational opportunity designed to meet the requirements of the better prepared students enrolled at a particular institution should be quite different from those afforded to the less prepared group. If this is not recognized and programs and curricula structured accordingly, the needs and expectations of both groups of students, and of the members of the faculty, are less effectively served.

This situation points to the choices and the problems that must be analyzed and acted upon in charting the future of the traditionally black institutions. If their energies and resources are to be directed principally to serving the higher educational needs and aspirations of students who are prepared for college-level study at the time they enroll, their priorities and needs will be those common to comprehensive and general baccalaureate universities.

These are needs that have been addressed in the recommended actions described previously in this chapter and in prior actions taken by the Board of Governors, and that can be effectively addressed in the future in the normal planning and budgeting procedures. These pertain to common standards for groups of institutions, where common standards are appropriate, and to special institutional needs arising out of the institution's own particular priority assignments or to the tasks and responsibilities established for them in Long-Range Planning, 1976-1981.

If, however, the traditionally black institutions are to commit a major part of their resources and effort to special remedial programs for a large number of their students, another set of needs emerges. The priority would not be to increase the numbers of faculty having the doctorate in traditional fields, for example, but to employ persons with

expertise in remedial education, and to re-structure the curriculum to relate remedial programs to the requirements and standards of the baccalaureate programs in a more systematic and explicit manner.

To place a marked emphasis upon remedial programs, whether explicitly in the assignment of institutional mission or implicitly by the policies followed in student admissions, has important ramifications. It tends to establish, in effect, competing sets of institutional missions with competing priorities. These are, and must be, matters of concern and areas of decision, not only for individual institutions, but also for the Board of Governors in meeting its responsibilities to plan and develop a coordinated system of higher education and its responsibilities pursuant to the State Plan.

The design and structure of the academic program and curricula of an institution that are predicated upon serving large numbers of undergraduates who must be given remedial or compensatory instruction in many areas, undoubtedly create problems for the conduct of the collegiate or graduate curricula offered by the institution. The two traditionally black comprehensive universities have achieved an important measure of success in doing this, as evidenced in the scholastic accomplishments of many of their students and their accomplishments after graduation. The same is true of the three traditionally black general baccalaureate institutions. There are achievements in which these institutions, their students and faculty, can take great pride. It is also true, however, that when the records of their students in meeting externally established professional standards are examined in comparison with those of graduates of the same programs in traditionally white institutions, and when financial support of such programs in the two sets of institutions is compared, it is

difficult to escape at least one important conclusion: The scope of the commitment to remedial or compensatory education exercises an important effect on the standards and expectations that influence the entire academic endeavor of the institution. This affects not only the image or standing of the institution within the academic world and within the larger community. It tends also to contribute to the maintenance of racial duality in public higher education to an extent that such measures as diversification of program offerings, taken to eliminate that duality, are materially reduced in their effectiveness.

However, it is important to point out that the need to design programs that provide higher education opportunities and effective higher education outcomes for citizens who do not have the conventional academic "credentials" is not a need confined to the black population. The extent to which this is a general problem is indicated also in the data present in Tables 4-5 and 4-8, and in such data as the distribution of SAT scores for all high school students taking the SAT in North Carolina.

An emphasis upon a remedial or compensatory educational mission of major scope thus makes it more difficult to achieve certain aspirations for the future that have been given high priority by some of the institutions, such as the desire to initiate or to expand programs at the graduate level, for here a particularly sharp differentiation is apparent between the resources and standards needed for education at that level and those needed for the remedial purpose.

In short, the priorities to be established and the resources that are needed to build stronger comprehensive and general baccalaureate universities (and to develop new graduate programs in baccalaureate institutions) are often not compatible or consistent with the resources needed to conduct

large-scale remedial, compensatory programs on a pre-collegiate level. It is not to say that both cannot be done within a single institution. It is to say, first, that the differences must be articulated; and, second, that, if the remedial effort becomes a pervasive, dominant characteristic of the institution, by reaching a certain size and scope, it then begins to affect and influence the entire academic endeavor.

These competing sets of institutional missions, and their resultant competing sets of priorities, represent key issues that must be recognized, articulated, and addressed as the bases for planning for the future of the traditionally black institutions. Their implications, and the policy issues they present, extend beyond these institutions, to be sure, but it is with respect to these five institutions that they now have particular importance.

They are issues of great complexity, and the design of appropriate courses of action, with cost estimates, to effect solutions, and even -- as indicated above -- the extent to which they are effectively resolved in the university environment, are questions that cannot now be satisfactorily answered.

Again, it is necessary to point out that this issue is one distinctive to the traditionally black institutions, but not unique to them. Generally, the traditionally white institutions face problems arising out of a need for remedial programs for some of their students. The critical difference is that of scale in relation to the overall educational program.

On the basis of these factors and considerations, the following policies and supporting actions are declared by the Board of Governors:

1. It is recognized that there is a strong commitment on the part of the traditionally black institutions to provide special, remedial educational programs. It is recognized also that the effort to extend the benefits of higher education and to improve the quality of higher education in North Carolina requires that there be more effective planning to determine how the postsecondary educational needs may be better met for those citizens for whom remedial or other special educational programs are necessary. At the present time there is only limited information about these existing programs, in either the traditionally black or the traditionally white institutions, beyond general descriptions and assertions of need and intent. Moreover, the general study of these programs that has been made in initial response to a commitment in the State Plan makes it clear that there are few data available about the academic performance of students served by the various existing programs, or how their academic performance correlates with those criteria used to predict it. Accordingly,

a. The President will make a comprehensive evaluation of existing special, remedial programs during 1976-77, using outside consulting and contracting arrangements as he may deem necessary or appropriate to provide special professional competencies needed to facilitate and expedite this special planning task. The Board directs all constituent institutions to cooperate in this activity by providing information and other assistance that the President may require.

b. The evaluation shall assess the effectiveness of these programs; their relationship with and impact upon the overall educational program of the institutions; the appropriate scale, scope,

and duration of such programs at the general baccalaureate, comprehensive, and other universities, and such other issues as may be deemed pertinent. The Board notes that this special planning to serve the needs of non-traditional students is immediately relevant to future planning for the historically black institutions for the reasons set forth elsewhere in this study. This is particularly true in view of the evidence that the present institutional "mixtures" of traditional and non-traditional students and programs may not be consonant with the institutionally-declared objectives and standards needed for strengthening or establishing baccalaureate and graduate programs. It is acknowledged, however, that a period of transition will be essential for the five institutions individually to achieve a proper balance of effort consistent with the academic program plans established for them and their commitment to offer special remedial programs. In a broader context, moreover, this evaluation of educational programs for students having special needs is of direct importance to the entire University. It is noted in particular that under the State Plan the Board of Governors has declared that special remedial programs shall not be confined to the five traditionally black institutions.

c. Further, this serves as an occasion for the Board again to affirm its desire to broaden access to higher education and not to restrict it, and its intent to provide those opportunities and programs that best assure an effective educational outcome for those students admitted to the institutions of The University.

2. In the preparation of his budget recommendations for 1977-79, the President shall request a special reserve for subsequent allocation to aid in financing remedial and compensatory programs, as may be indicated by the results of the special evaluation and planning task described in 1., above.

3. The traditionally black institutions shall insure that the following steps are taken for the strengthening of their educational programs:

a. In the operation of their professional degree programs, such as nursing or teacher education, the traditionally black institutions shall review admissions and eligibility requirements to give better assurance that graduates are adequately prepared to attain a level of academic achievement that will help them meet external licensing or certification requirements for entrance into their chosen profession.

b. Special efforts shall be made to maintain enrollments as nearly as possible at budgeted levels. It is noted that de facto changes in student-teacher ratios occasioned by major over-enrollments must be considered at some of these institutions as probably the most serious current deficiency, particularly in light of the apparent need for and commitment to special remedial instruction.

4. The President is requested to address the problem of the high debt retirement fees at the traditionally black general baccalaureate institutions in his 1977-79 budget recommendations to the Committee on Budget and Finance. It is recognized that these fees are a product of changing State policies over the years as to what construction projects should be financed and maintained out of General Fund appropriations

and what projects should be self-liquidating. In smaller institutions, where "economies of scale" are not attainable, the self-liquidating projects inevitably impose high unit costs on each student. It is also recognized that such costs are affected by indenture agreements that vary widely in the specific contractual obligations assumed. However, it is apparent that the effect of such financing arrangements is one which places an inequitable burden on students in these smaller institutions.

5. With respect to physical facilities, the President is requested to have prepared as soon as feasible a comprehensive evaluation of the condition of buildings at the traditionally black institutions. The need for this study is indicated by the disparate evaluations of their own buildings made by respective institutions in the absence of common definitions and criteria.

6. The President shall participate with the Chancellors of the five institutions in preparing and reviewing the Title III grant proposals for 1976-77 and for future years, and in the review of the disposition of funds made available for upgrading developing institutions, to search for means to utilize these resources more effectively in keeping with the objectives and programs set forth in this report.

7. The Board of Governors affirms its commitment to eliminate any vestiges of any dual standard that may exist in expectations about the performance and functions of the traditionally black institutions, within their assigned functions in the long-range plan and within their principal missions as comprehensive or general baccalaureate universities. It will act to strengthen and improve these and other institutions without reference to their racial characteristics. The review of their existing

programs and review of new program requests shall thus be in accordance with the requirements, procedures, and schedule set forth in the long-range plan. Consistent adherence to these policies and procedures is essential to the attainment of the goal of eliminating racial duality. The five traditionally black institutions, and the other constituent institutions, shall therefore continue to be guided and directed in their future development by the academic program plan, enrollment projections, and other policies as approved and established by the Board of Governors in Long-Range Planning, 1976-1981.

8. The President shall establish such special administrative relationships between the General Administration of The University of North Carolina and each of the traditionally black institutions as may be needed to carry out the policies established in this report and to aid in strengthening these institutions in accordance with policies declared in this study and the assignments of institutional responsibility in the Board of Governors' Long-Range Planning, 1976-1981.

9. The Committee on Educational Planning, Policies, and Programs will receive periodically from the President reports on the progress being made in strengthening the five institutions and on the special planning activity called for in 1., above.